WINGATE
UNIVERSITY

Gateway to a Life of Significance in the Global Community

2009-2010 Academic Catalog

WINGATE UNIVERSITY ARCHIVES
Special Collections

UNDERGRADUATE ACADEMIC CATALOG 2009-2010

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Wingate University is operated on a nondiscriminatory basis. Wingate University complies with federal law, including the provisions of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Wingate University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability or military service in its administration of education policies, programs, activities or services; admissions and housing policies; scholarship and loan programs; or employment; except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to the Office of Business Affairs.

Information on crime statistics and graduation rates is available upon request in the Office of Admissions.

The information contained in this catalog is correct and reflects policy and states progress requirements for graduation effective as of the date of publication. The University reserves the right to make changes in its educational and financial policies as the Wingate University Board of Trustees may deem consonant with sound academic and fiscal practice. The University further reserves the right to ask a student to withdraw at any time.

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Welcome

Parents, students, alumni, and friends are cordially invited to visit the campus. For information and assistance please inquire at the Office of Admissions in the Stegall Administration Building. Prospective students may make inquiries at the office Monday through Friday between 8:30 a.m. and 5 p.m. or by appointment.

University Correspondence

Wingate University
P.O. Box 159
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The Directory of Correspondence

Admission to the University.....Director of Admissions Outreach
Adult Degree Completion ..... Director of Undergraduate Education, Metro Campus
Alumni Events and Information ..... Director of Alumni Relations
Athletic Programs .....Director of Athletics
Books and Supplies.....Manager, Campus Store
Career Development ..... Director of Career Development
Curriculum and Faculty ..... Vice President for Academic Affairs
Gifts, Grants, and Bequests .....Vice President for Resource Development
Graduate Business Administration ..... Director of Master of Business Administration
Graduate Education.....Director of Graduate Education Programs
Health Services ..... Director of Health Services
Library and Archives .....Director of Library
Public Information and Publications .....Director of Marketing and Communications
Registration, Transcripts.....Registrar
Religious Activities .....Minister to Students
Pharmacy.....Director of School of Pharmacy
Physician Assistant Studies ..... Director of Physician Assistant Program
Scholarships and Student Financial Planning.....Director of Financial Planning
Sports Information.....Director of Sports Information
Student Academic Advising.....Director of Academic Advising
Student Housing ..... Director of Residence Life
Student Life.....Dean of Student Affairs
Study Abroad Programs .....Director of International Studies
Tuition, Fees, and Payments..... Controller

Academic Calendar 2009-2010

Fall 2009 Semester

Aug.	17	New Faculty Orientation
	18-20	Faculty Workshop
	21	Residence Halls Open, Financial Check-in (new students)
	21-24	New Student Orientation
	23	Residence Halls Open (continuing students)
	24	Financial Check-in (continuing students)
	25	CLASSES BEGIN, Opening Convocation
	28	Drop/Add ends
Oct.	6	Deadline: Remove grades of "I" from previous term
	9	Mid-semester grades
	12-13	Fall Break
	26-28	Senior Registration
	28	Deadline: May 2010 Graduation Application
	29	Last day to withdraw with "W"
	29-Nov. 3	Junior Registration
Nov.	4-10	Sophomore Registration
	13	Deadline: Exit Exams
	11-17	Freshman Registration
	25-29	Thanksgiving Recess
Dec.	4	Final Day of Classes
	5	Reading Day
	7-12	Final Examinations
	12	Residence Halls close
	TBA	W'International (Fall)

Spring 2010 Semester

Jan.	4	Residence Halls Open, Financial Check-in (new students) New Student Orientation
	5	New Student Advising, Residence Halls Open, Financial Check-in (continuing students), Final Registration
	6	CLASSES BEGIN
	11	Drop/Add ends
	18	MLK Jr. Holiday
Feb.	17	Deadline: Remove grades of "I" from previous term
	26	Mid-semester grades
Mar.	1-7	Spring Break
	15-17	Senior Registration
	17	Deadline: August and December 2009 Graduation Application
	18	Last day to withdraw with "W"
	18-23	Junior Registration
	24-30	Sophomore Registration
	31-Apr 8	Freshman Registration
Apr.	1	Founder's Day
	2-5	Easter Holiday
	16	Deadline: Exit Exams
	22	Baccalaureate
	26	Final Day of Classes
	27	Reading Day
	28-May 4	Final Exams
May	4	Residence Halls close
	8	Commencement
	TBA	W'International (Spring)

Summer (main campus)

June 7-July 2	Summer Session I (drop/add ends June 7, last day for "W", June 18)
July 12-Aug. 6	Summer Session II (drop/add ends July 12, last for "W", July 23)

Chapter 1
THE UNIVERSITY

Statement of Purpose

The mission of Wingate University is to develop educated, ethical, and productive citizens at home and abroad. Following its Judeo-Christian heritage, the University seeks to cultivate the following in its students: Knowledge, Faith, and Service.

Goals

To promote knowledge, the University seeks to:

- Provide programs of undergraduate, graduate, and professional study
- Provide a faculty committed to teaching and learning
- Require a core curriculum designed to develop:
  - aesthetic, cultural, and literary appreciation
  - analytical and problem-solving abilities
  - critical thinking
  - effective communication
  - integrated perspectives on civilization, the individual, and the social group
  - physical wellness
- Offer majors appropriate to the University's student population and resources that further develop students' knowledge and skills in focused areas
- Create opportunities for international study and travel
- Provide opportunities to explore and develop academic, career, and personal goals
- Encourage participation in co-curricular and extra-curricular educational, cultural, and recreational opportunities

To nurture faith, the University seeks to:

- Sustain a community where the bases of faith are explored and where there is a search for truth and meaning
- Articulate the ideal of integrity in all relationships
- Encourage ethical application of knowledge informed by Judeo-Christian principles
- Create and support opportunities for worship and faith development
- Attract scholars for whom Judeo-Christian values and practice are important aspects of living

To encourage service, the University seeks to:

- Emphasize the importance of service to God and humanity
- Facilitate opportunities to volunteer time, knowledge, and labor beyond the campus community
- Sponsor organizations that coordinate service opportunities and foster leadership and teamwork

History

A century of experience in education has prepared Wingate to fulfill its purpose. The history of the University exhibits commitment, determination, sacrifice, growth, and success.

Wingate was established in 1896 by the Baptist Associations of Union County in North Carolina and Chesterfield County in South Carolina. Public schools were unavailable in the rural areas of the Carolina Piedmont; therefore, in its earliest days, Wingate offered a complete literacy education from first grade through high school. The school was built on a 10-acre tract boasting fine oak trees, an all-weather spring, close proximity to the Meadow Branch Baptist Church, and access to the Seaboard Air Line Railway. The trustees named the new school for a successful president of Wake Forest University, Washington Manley Wingate, and chose an outstanding graduate of that institution and Union County native for its first principal, Marcus B. Dry. For 12 years Professor Dry directed the school, and with the assistance of Miss Polly Crowder in music, taught most of the curriculum. One hundred seventy-five students attended the first year and enrollment peaked at 292 in 1904.

As the state expanded its public schools, Wingate gradually moved toward boarding students and concentrated in the upper years of high school. It purchased additional land, built teaching and boarding facilities, and established a sound academic reputation. The 1916 report to the Association by B.C. Ashcraft praised the Wingate faculty of seven college trained men and women who knew that "when you start a young man or a young woman on the right road, when you set a light aglow in a young mind, when you touch in the right way a young life [those] influences are not to be measured by years—they are eternal."

As the private prep school era waned and public school became increasingly available, Wingate, in 1923, expanded its educational vision, offering the first two years of baccalaureate education. In the same year, Wingate became one of several institutions supported by the Baptist State Convention of North Carolina. These years were marked by enrollment and financial strain as the College established its new character. The national crisis of the economic crash and depression drove Wingate to the edge of extinction: the Convention withdrew its support in 1930, eager students had no money for tuition, faculty salaries frequently remained unpaid, and the administration building burned to the ground in 1932.

But President Coy Muckle and a few determined teachers opened the spring session in the rooms of Wingate Baptist Church, adjacent to the campus. Within a few years a new central building arose on the ashes of the old, this time in brick, attesting the determination of Trustees and local Baptists to keep the school alive. Today that central building, memorializing President C.C. Burris, who guided the institution from 1937 to 1953, houses the liberal arts instruction of the University.

After World War II, a sequence of events solidified Wingate. Returning veterans stabilized the enrollment, North Carolina Baptists resumed their financial support of the College in 1949, and the Southern Association of Colleges and Schools granted membership and accreditation to Wingate in 1952. Dr. Burris then returned to his beloved classroom to enrich the lives of countless students through his deep understanding of English literature and William Shakespeare. Budd and Ethel Smith assumed leadership of the youthful college, immediately attacking its twin points of vulnerability: enrollment and financial support. New recruitment strategies were implemented that aimed to increase the student body from its tenuous level of about 400. In 1955, Dr. Smith interested Mr. Charles A. Cannon of Kannapolis in the school. Mr. Cannon saw Wingate as a place where the children of textile workers and others in the middle class might receive opportunities in higher education. He began to invest in the renewal of the physical plant and the expansion of the curriculum, providing first-class facilities for the growing student body which reached 1,500 in the late 1960s. Dr. Smith, a botanist by discipline, personally directed the planting of flowers and trees which complemented the stately oaks on the central campus. Through the labor of the Smiths and the generosity of Mr. Cannon and others, Wingate weathered the storms of its youth and turned to the future with new confidence.

Although Wingate was recognized in the mid-1970s as an outstanding private two-year college, the education market in North Carolina was changing substantially. The baccalaureate degree had become an attainable and necessary goal for upwardly mobile young people. Wingate needed to recruit 800 or more freshmen each year to maintain its enrollment, while it lost its juniors to senior colleges and universities. In 1977, under the leadership of Dr. Thomas E. Corts, Wingate added upper-level college courses and majors and granted its first baccalaureate degrees in 1979. Other majors and graduate degrees in education and in business were added during the 1980s, establishing Wingate's commitment to a quality educational experience for new generations of students. Also under Dr. Corts, the College launched W'International, a program of international study and travel for sophomores. The College included much of the cost of this experience in the total tuition whereby all students could spend 10 days in London, Paris, or Amsterdam (or a comparable location) during the Christmas holidays. W'International signaled the institution's commitment to education for a future global society and the Christian affirmation of the brotherhood of all humankind.

During its Centennial in 1995, the Board of Trustees voted to formally acknowledge Wingate's growth by changing its status to University. Under the direction of the board and thirteenth president Dr. Jerry E. McGee, Wingate University was well positioned to seek new opportunities in graduate education programs. The School of Pharmacy opened its doors on the main campus in 2003 to offer the Pharm.D., the University's first doctorate-level program. This first step into health care education provided the initial momentum that would serve as a catalyst for future programs in health care. After investigating many possibilities, the University trustees elected to offer a Master of Physician Assistant (PA) Studies program in 2008 on the main campus. Like pharmacy, the PA program achieved full enrollment in its first year and maintained a healthy waiting list of applicants.

While programs on the main campus continued to thrive and new schools established, including the School of Communication and School of Sport Sciences, the Metro Campus also saw extensive growth. The University recognized success there by creating a School of Graduate and Adult Education offering new programs in educational leadership at the master's level. In fall 2008, the University introduced its second doctoral program—the Doctor of Education in Educational Leadership.

Most recently, in April 2009, the University's Board of Trustees voted to establish a College of Health Sciences on the main campus to house the School of Pharmacy and PA studies as well as future programs. The college has been named to honor Leon Levine and is planned to open in 2011.

Sources: Hubert I. Hester, The Wingate College Story, 1972; Carolyn C. Gaddy, *Saturday Before the Second Sabith* The History of Meadow Branch-Wingate Baptist Church 1810-1984, 1984.

Presidents of Wingate University

M.B. Dry	1896-1908
B.Y. Tyner	1908-1911
J. Grover Carroll	1911-1918
Patty J. Marks	1918-1919
Charles M. Beach	1919-1924
Joseph B. Huff	1924-1930
Coy Muckle	1930-1936
J.B. Little	1936-1937
Craven C. Burris	1937-1953
Budd E. Smith	1953-1974
Thomas E. Corts	1974-1983
Paul R. Corts	1983-1991
Jerry E. McGee	1992-present

Accreditation

The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the 11 U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees (see www.sacscoc.org). Questions about the status of the University's accreditation may be obtained from the Commission on Colleges by calling 404-679-4500 or by writing to the SACS home office, 1866 Southern Lane, Decatur, GA 30033. Wingate University is accredited by SACS to award the bachelor's, master's, and professional degrees.

Other accrediting agencies are the:

- American Council on Pharmaceutical Education
- Association of Collegiate Business Schools and Programs (BS and BA degrees in Accounting, Finance, Management, and Marketing; Master of Business Administration; new Master of Accounting degree program is completing the required ACBSP accreditation process)
- Commission on Accreditation of Athletic Training Education
- National Association of Schools of Music
- National Association for Sport and Physical Education and the North American Society for Sport Management
- National Council for Accreditation of Teacher Education (with conditions 2005-2006)
- North Carolina Department of Public Instruction

Association

American Association of Collegiate Registrars and Admissions Officers

American College Personnel Association

American College Testing Program

American Council on Education

Association for Institutional Research

Association of College and University Housing Officers--International

Association of Governing Boards of Universities and Colleges

Association of International Educators

Association of Physical Plant Administrators of Universities and Colleges

Baptist State Convention of North Carolina

Carolinas Association of College Registrars and Admissions Officers

Charlotte Area Education Consortium

College Entrance Examination Board

College News Association of the Carolinas

College Placement Council

College Sports Information Directors of America

Council for Advancement and Support of Education

Independent College Fund of North Carolina

Institute of Independent Colleges and Universities

Institute of International Education

National Association of College Admission Counselors

National Association of College and University Business Officers

National Association of College and University Food Services

National Association of Independent Colleges and Universities

National Association of Student Financial Aid Administrators

National Association of Student Personnel Administrators

National Collegiate Athletic Association Division II

North Carolina Association of Colleges for Teacher Education

North Carolina Association of Colleges and Universities

North Carolina Association of Independent Colleges and Universities

North Carolina College Personnel Association

North Carolina Honors Association

South Atlantic Conference

Southern Association of College Admission Counselors

Southern Association of College and University Business Officers

Southern Association of Collegiate Registrars and Admissions Officers

Administration Buildings

Dickson-Palmer Student Center, dedicated in April of 1977, is home to the administrative offices of Student Affairs (Dean of Students, Student Ministries, Residence Life, Campus Recreation, Greek Life, Activities, Service Learning, Parent Relations/Orientation, Multicultural Affairs, Leadership and Organizational Development, Volunteer Services and Student Government). There are meeting rooms, Campus Post Office, WUFlix video checkout, and the fitness center. Student clubs and organizations are encouraged to reserve meeting space well in advance.

The building honors the late Clyde C. Dickson of Charlotte and the late Fannie Drye Palmer of Albemarle.

R.W. Goodman Campus Service Center, built in 1986, serves as a multi-functional headquarters for maintenance, buildings and grounds services, and custodial services. It is also the University's primary stockroom. It was built in honor of R.W. Goodman, longtime Richmond County Sheriff and friend of the University.

Holbrook Building, named in honor of the late Roy L. Holbrook, dedicated friend and former University trustee, was completed in the fall of 1965. Formerly the administration building, it currently houses the Office of Resource Development and the Office of Marketing and Communications.

Stegall Administration Building, completed in 1991, is named in honor of the late Roy and Vera Stegall, friends of the University for many years. Designed as the centerpiece of a growing campus, the Stegall Administration Building is located between the Charles A. Cannon Complex and the Dickson-Palmer Student Center. It is surrounded by a landscaped plaza and a small lake. The building is the administrative center of the University, with the offices of the President, Academic Affairs, Admissions, Business Affairs, Computer Center, Financial Planning, and Registrar all under one roof.

Auditoriums and Theatres

Austin Memorial Chapel Auditorium, completed in 1960, seats 1,100, and serves as a cultural center for both the University and the surrounding community. The building is named for the late Mr. and Mrs. John M. Austin of Wadesboro. The auditorium was remodeled in 1980 to accommodate a custom-built, 30-stop Holtkamp organ given by the late Thelma Rivers, an alumna of the Wingate School, in honor of the Rivers family: Miss Alma Rivers, L.D. Rivers, and Theodore Rivers. In addition, Austin Auditorium houses WUTV, the University's cable television station.

Hannah Covington McGee Theatre, completed in 1999, is named in honor of President Jerry E. McGee's late wife, a life-long patron of the arts. The 554-seat auditorium, located within the George A. Batte, Jr. Fine Arts Center, provides a venue for University theatrical and musical productions, lectures, and many other University and community-wide events.

M.B. Dry Memorial Chapel, adjoining the lobby of Austin Auditorium, was presented to the University in 1964 by students of the late Professor Dry, first administrator of the school. The chapel was completely renovated in 1992 through the generous support of Mr. and Mrs. Jack C. Lail and other friends of the University.

The **Plyler-Griffin Recital Hall** within the George A. Batte, Jr. Fine Arts Center seats 176. It is equipped with state-of-the-art audiovisual equipment for student and faculty presentations. It is named for Mr. and Mrs. Aaron Plyer, former North Carolina senator, and Mr. and Mrs. Bruce Griffin of Monroe.

Computing Facilities and Smart Classrooms

Computing Facilities

Wingate University maintains several computer labs for student use. Each computer is networked so students can access the Internet and e-mail as well as their own network drives. Two computer labs are located in Herbert Bridges Hall. One lab contains 27 computers and laser printers. Software includes Microsoft Office, SPSS, Visual Studio, MS Project, and C. The second lab contains 20 computers available for self-study. This lab is also equipped with course-specific software. The computer lab in the Ethel K. Smith Library contains 12 computers and two flat bed scanners. A variety of software, including MS Office, Maple, Hash Animation Master, Photoshop, Adobe Acrobat, and an OCR program, is available in this lab.

Ames Turnout, the student lounge, is equipped with six computers that students can use for Internet browsing and e-mail. Two specialized labs, both located in the Burnside-Dalton Fine Arts Center, serve students enrolled in art or foreign language programs. The graphic arts computer lab contains 10 computers with graphics tablets, a flat bad scanner, and a high-speed color laser printer. Software includes Adobe Photoshop, Illustrator, InDesign, and MS Office. The foreign language lab is equipped with 15 computers and also includes audio headsets, a laser printer, and a scanner. Software available in this lab includes MS Office as well as course-specific software such as Systeme-D and Atajo. Wingate University currently provides wireless internet access in the Ethel K. Smith Library and in the Ethel K. Cafe, in the honors lounge, in the Alumni conference room and lounge area, in student rooms, and in many common areas on campus.

Smart Classrooms

There are 39 Smart Classrooms available for faculty use. Smart Classrooms are equipped with the latest in teaching technology. Each room is equipped with a ceiling-mounted projector, networked computer with DVD, USB inputs, a VCR/DVD, wireless mouse and keyboard, sound system, and laptop connectivity.

Classroom Buildings

Alumni Hall, constructed in 1946, houses the Office of Student Success, the Office of International Studies, the Office of Career Development, the Office of Internships, and the Office of Counseling and Wellness. The building is located in the Academic Quadrangle. It also houses two floors of residential students.

Budd E. Smith Science Center, named in honor of the University's 10th president and completed in 1962, provides classrooms and laboratories for life and physical sciences. Plant and animal laboratories were added to the science complex in 1982. An animal lab section is named in memory of Bernice Brewer Russell, a 1927 alumna of the Wingate School. The lab section was a gift of her husband, the late Foil O. Russell.

Burnside-Dalton Fine Arts Center, named in honor of the late Harry L. Dalton and the late J.E. Burnside, both of Charlotte, was completed in 1968. It includes the computer graphics, photography, and ceramics studios, as well as other art classrooms and studios. The building also houses foreign language classrooms and laboratories.

Burris Building, erected in 1933, contains 23 classrooms and 20 faculty offices. The building honors the late C.C. Burris, former professor, dean, and president of Wingate University. The English, History, Psychology, Religion, and Sociology departments are located in this building, as are the offices of *The Weekly Triangle* campus newspaper and *The Gate* campus yearbook. Education courses are also taught in the Burris Building.

Charles A. Cannon Hall, erected in 1969-70, contains approximately 30,000 square feet of laboratory and classroom space. The building honors the University's most generous benefactor, the late Charles Albert Cannon. The School of Pharmacy is located in this building.

Dickerson Building houses the Physics Laboratory.

George A. Batte Jr., Fine Arts Center, a 44,000 square-foot facility, provides classroom and rehearsal space for the University's music department, as well as providing a venue to showcase the talents of visiting musicians, actors, singers, and artists. The center features a 176-seat recital hall, the 554-seat Hannah Covington McGee Theatre, gallery space for displaying the work of students, faculty, and regional artists, rehearsal halls, and studio offices.

Hayes Building, named after Miriam Cannon Hayes and completed in Fall 2006, is a three-story classroom building that includes wireless or "smart" classrooms and houses the offices of the School of Education, the Physician Assistant Program, and labs for the School of Pharmacy.

Herbert Bridges Hall, completed in 1963, honors a former leader of the Wingate University Board of Trustees. The building provides classrooms, offices, two computer labs, and auxiliary facilities for classes within the School of Business.

Dining Facilities

W.T. Harris Dining Hall, the largest residential dining facility on campus, features RFoC, or "Real Food on Campus". Many of the items on the menu are prepared fresh at the various stations, which include: Home, Grill, Pizza, Produce Market, Sandwich Shoppe, Exhibition, and Bakery.

LaVerne Banquet Hall, adjoining the W.T. Harris Dining Hall, honors the late LaVerne Childers Harris of Charlotte. With a seating capacity of up to 350, it provides an elegant meeting space for any type of catered need from receptions to formal dinners.

The Klondike Poolside, located in the clubhouse, offers a fresh bread/grill menu, fresh deli sandwiches, Freshens® smoothies and treats, grab-and-go sandwiches and salads, desserts, snacks and beverages.

DPC Express, located in the Dickson-Palmer Student Center, features coffee, bakery items, assorted snacks, grab-and-go sandwiches and salads, and cold beverages.

Grab-N-Go, located adjacent to the Jefferson Clubhouse, is a convenience store with a variety of snacks, beverages, grocery items, frozen foods, grab-and-go sandwiches and salads, and personal care items.

Ethel K. Cafe, located in the Ethel K. Smith Library, features Starbucks® coffee beverages, fresh baked pastries, snacks, grab-and-go items, and cold beverages.

Pharmacy Express, located in Cannon Hall, features Starbucks® coffee, fresh bakery items, assorted snacks, grab-and-go sandwiches and salads, and cold beverages.

Library and Archives

Archives

The Efird Memorial Library, which served as the first freestanding library on campus, houses the Wingate Archives and the Charles A. Cannon Collection of personal papers from the noted business industrialist and school benefactor. Within the Archives, the Wingate collection represents the many changes to the institution as a school, a junior college, a college, and now as a university, while other special collections contain historical documentation and memorabilia. For archives access, policies, and procedures, please visit *http://library.wingate.edu/policy/appendix_b.html.*

Library

The Ethel K. Smith Library, located on the main University campus, maintains a collection to support the learning experiences of the students and the teaching and research activities of the faculty and staff of Wingate University. The primary focus of the collection is on materials that serve the undergraduate curricula, but as graduate programs increase the Library will endeavor to support those programs with appropriate additions to the collection. In aid of this mission, the Library provides access to a number of online research databases and to an online catalog of the more than 100,000 volumes housed in the facility, maintains an extensive ERIC Documents collection, and is a recognized depository for North Carolina State Documents.

The Library's subscription to NCLive, a collection of databases made available through the North Carolina State Library, along with additional database subscriptions provide students with online access to a variety of scholarly journal and newspaper titles beyond the Library's print holdings. Additionally, the Library's InterLibrary Loan Department enables students to research materials comparable to those of major state universities. For students attending our satellite campuses, Library materials can be supplied through the Library's Bulldog Delivery system. Materials are delivered from the Library via professors or others traveling between campuses.

A variety of study options are available in the Library including individual study carrels in the Quiet Room, several group study spaces, and general areas for individual or group work. For those who bring their laptops to the Library, Wireless LAN access and wet carrels are available in several areas of the facility, including the Ethel K. Café coffee shop on the first floor. The building also includes an electronic instruction lab equipped with computers for interactive teaching.

The Ethel K. Smith Library is staffed with highly trained, professional librarians available to assist students in their research endeavors and to instruct individuals or entire classes in the most effective and efficient research applications available

in today's academic library. The computer commons in the Reference Department is specifically designed for the purpose of such instruction, with the goal of cultivating a basic, inter-disciplinary, transferable skill set regarding applied research. In person, phone, and online reference help is available to all Wingate students, and library instruction sessions can be scheduled at our satellite campuses as well.

Please visit *http://library.wingate.edu* for more information on the Ethel K. Smith Library.

Other Facilities

H. Fields and Ruth B. Young Guest House was built in 1913 as a private home. It has served the University in various capacities over the years. In 1994, the home was extensively refurbished and furnished as a guest house through the generosity of the late H. Fields Young, Jr. and his wife, Ruth B. Young, both of whom have served as trustees and long-time friends of the University.

Wingate University Metro Campus, located in Matthews, opened in 1993 and awards graduate degrees in Business and Education, including add-on licensure programs. It also awards the Bachelor of Liberal Studies degree for adult learners who wish to continue their undergraduate studies. A separate catalog is available from the Dean of the Metro Campus. For more information call (704) 849-2132.

Recreational Facilities

Charles A. Cannon Complex, opened in 1986, contains the Cuddy Arena, a 2,500-seat basketball arena, an Olympic-size swimming pool, racquetball courts, a physical fitness laboratory, classrooms, and offices for the Athletic Department and the Sport Sciences Department.

Irwin Belk Stadium, opened in the fall of 1998, is the home of Wingate's football team. The Irwin Belk Education Foundation was instrumental in building this state-of-the-art facility, which seats 4,000 fans. The stadium contains concession areas, radio broadcast areas, a press box, VIP seating, a weight room, conference rooms, and all the amenities for coaches, officials, and players. The Bulldogs play on the John R. Martin Field, named for a loyal and generous Wingate trustee.

The Clubhouse, built in August 2000 as a part of the Jefferson at Wingate apartment complex, offers an outdoor pool, lighted sand volleyball court, and Klondike Poolside Dining Services. Student Health is also located in the clubhouse.

Plyler Athletic Field, built in 1956 by the children of I.F. Plyler of Monroe, includes the Ron Christopher Baseball Stadium, built in 1995. A member of the NAIA Hall of Fame, Christopher was 536-343 (with three ties) in 24 seasons as head baseball coach for the Bulldogs. Adjacent are six all-weather Grasstex tennis courts available for play.

Sanders-Sikes Physical Education Building, completed in 1959, is fully equipped for physical education. It has a regulation basketball court and contains the offices of the athletic director and coaches. The structure honors two families prominent in the early history of the University.

Student Residences

Students are assigned housing through the Office of Residence Life, which attempts to accommodate student preferences concerning roommates.

Residence Halls

- **Helms Hall**, completed in 1967, honors the late L.L. Helms, prominent alumnus and trustee of the University and his wife, Mary Smith Helms. The facility was renovated in 2005, and it houses 195 students.
- **Ruth Coltrane Cannon Hall** was named in honor of the late Mrs. Charles A. Cannon. An addition was added and the existing building was completely renovated in 2004 to house 236 students.
- **Alumni Hall**, constructed in 1946, houses the Office of Student Success, the Office of International Studies, the Office of Career Development, the Office of Internships, and the Office of Counseling and Wellness. The building is located in the Academic Quadrangle. It also houses two floors of residential students.

Student Apartments

- **Faculty Drive Apartments**, an eight-unit facility at the corner of Faculty Drive and Haskins Drive, houses two students per unit.
- **Jefferson at Wingate**, completed in 2000, is comprised of **Belk, Bridges, Haskins, Rushing, Sherwood, and Tucker Halls**. The six facilities house 406 students in private bedroom apartments with a multitude of amenities. These apartments are available mainly to juniors and seniors.
- **Watson Village** includes the **North Campus apartments**, of which phase one was completed in 1987 (**Bennett and Holbert**) and phase two completed in 1997 (**Hendricks, Laney, Lowery, and McIntyre**). A new residential facility, **Beam Hall,** housing 72 undergraduate students opened in the fall of 2007. These apartments are available to sophomores, juniors, or seniors. The next phase of the residential community will open fall of 2009 housing 96 undergraduates. The **Watson Village** community also includes **Faculty Drive Apartments**.
- **University Place Apartments**, acquired in 2001, is a townhouse-style apartment community of five buildings occupied by graduate students.

Residence Furnishings

Residence hall rooms are furnished with beds, dressers, chairs, and desks or tables. Students furnish a waste basket, linens (towels, sheets, pillows, blankets), study lamps, etc. Student apartments have fully furnished bedrooms, a living room, a dining room, and kitchen.

Cable hookup is accessible in both residence hall rooms and student apartments. All rooms on campus are equipped with telephone lines although students must provide their own telephones. Internet hookups are available in each room for each occupant.

Housing Policies

The policy of the Board of Trustees of Wingate University states that students who are at least 23 years old (on or before the first day of classes), 9th semester seniors, or living in the principal residence of their parent(s)/guardian(s) have the option of living off campus. Unless living in the principal residence of a parent/guardian, all scholarship student-athletes are required to live on campus. This housing policy applies to all students, including those who in prior years were granted an exception because of special circumstances. Age and hour standards must be met by the first day of class of the semester for which the appeal is submitted. Those living on campus must participate in a university meal plan. In addition, students living in university housing must maintain a full-time academic load (12 credit hours). Those having special needs or considerations for housing or the meal plan may appeal to the Office of Residence Life in writing.

All students wishing to reside off campus must complete a Commuter Application, which can be obtained through the Office of Residence Life. The applications will be reviewed to ensure that off-campus criteria is met and a residential status will be determined. Any questions regarding this policy should be directed to the Office of Residence Life.

Insurance (Property)

Wingate University cannot provide insurance to cover the personal belongings of a student in residence at the University nor vehicles parked on campus. The University recommends that the student and/or the student's family arrange for insurance coverage.

Chapter 2
STUDENT LIFE

Opportunities for Involvement

Athletics

Athletics, whether intercollegiate or intramural, provide Wingate students with the opportunity to develop physical fitness and to enhance their understanding of sportsmanship and teamwork. To this end, the University sponsors a well-balanced program of organized intramural competitions and is actively involved in intercollegiate athletics, fielding teams for men and women.

Women regularly meet other teams at the intercollegiate level in basketball, cross country, golf, soccer, softball, swimming, tennis, and volleyball. Men compete in baseball, basketball, cross-country, football, golf, lacrosse, soccer, swimming, and tennis.

The University is a member of the South Atlantic Conference and the National Collegiate Athletic Association (NCAA Division II).

Community Service and Service Learning

Wingate students are encouraged to serve God by serving those in need. During Wingate 101, students and faculty hear how to engage in community service projects. The University and Community Assistance Network (UCAN) links students with volunteer opportunities ranging from tutoring in local schools to going into the community to do painting, yard work, and home repairs for the elderly, poor, and handicapped. During Spring Break, Wingate students have traveled to places such as Appalachia, Florida, and Honduras in order to serve others.

Service experiences also provide a "living laboratory" for some academic courses. Wingate strives to link in-class learning with out-of-class opportunities to provide holistic service learning programs.

Cultural Programs

In keeping with the belief that diversity of experience is essential to a well-rounded education, Wingate University provides varied opportunities for cultural enrichment outside of the classroom. Each year, the University sponsors several cultural series that include speakers, performances, and activities designed to enlighten, enrich, and educate. In addition to engaging a wide spectrum of outside musicians, speakers, and ensembles, the University draws upon the talents of its own music, art, and drama departments. The University's proximity to Charlotte also provides students with year-round opportunities to enjoy the Charlotte Symphony, Charlotte Repertory Theatre, North Carolina Dance Theatre, Opera Carolina, Spirit Square, and the Mint Museum.

Dickson-Palmer Student Center

The **Dickson-Palmer Student Center (DPC)** plays a central role in student life at Wingate. This building houses the administrative offices of Student Affairs (Dean of Student Affairs, Orientation, Service Learning, Leadership and Organizational Development, Student Government, Residence Life, Campus Ministry, Campus Recreation, Multicultural Affairs, Student Activities and Greek Life) as well as the Campus Bookstore and DPC Express. The building also housings the fitness area with cardio machines and free weights, as well as an aerobics room. Students can also gather in Ames Turnout, Helms Forum or the lounge areas.

Clubhouse

The **Clubhouse**, built in August 2000 as a part of the Jefferson at Wingate apartment complex, offers two dining venues – The Grab-N-Go convenience store and the Klondike Poolside grill, outdoor pool and lighted sand volleyball court.

Publications/Student Media

Students, working with faculty supervisors, publish a University yearbook, *The Gate*; a campus newspaper, *The Weekly Triangle*; and a literary magazine, *Counterpoint*. The online *Student Handbook*, prepared by the Office of Student Affairs, outlines University policies and provides information about student life. *Wingate Trax*, a television show, is produced by students and faculty supervisors.

Religious Life

From the time of its establishment, Wingate University has recognized that Christian faith and academic excellence go hand in hand. Wingate attempts to create an atmosphere in which students may mature in their understanding and application of our motto: "Knowledge, Faith, Service". Through UCAN (University and Community Assistance Network) students can serve those in need; through small group devotions and worships, students can grow in faith; and through Wingate's cultural and religious programming students can grow in knowledge even beyond what is taught in the classroom.

Wingate University is committed to being a place where the best of Christian thought is integrated with dynamic Christian living. Its Baptist heritage ensures that freedom of conscience is respected and religious conformity is never demanded. At Wingate, Christian truth is not only present in the classroom, but also evident in the lives of faculty and students who represent the full spectrum of denominations.

Organizations

Wingate University students are always encouraged to form new clubs and organizations. To create a new student organization that is recognized by the University, please see the Director of Leadership and Organizational Development in the DPC.

Student Government Association (SGA)

Wingate University has an active Student Government Association, which operates under the advisement of the Director of Leadership and Organizational Development. The association is a cooperative body providing students with a forum for participating in the policy-making process. All students are members of the Student Government Association. Officers are elected by the entire student body; chair positions are appointed by the executive board.

Leadership Development

Wingate University offers many ways to establish or develop leadership skills. First year students who are interested in leadership development may participate in the First Leadership Year (F.L.Y.) and have the opportunity to live together in a Living/ Learning Community and participate in a series of programs to acclimate them to the university setting. During the fall of the sophomore year, students with a cumulative GPA of 2.75 or higher are invited to apply for Leadership Fellows. Students can also continue leadership development through the non-academic Leadership Certification program. Participants attend a series of eight workshops focused on one or more topics that successful student leaders use to achieve change or lead of group of peers. All students are invited to attend each workshop and join the program.

The goals of Leadership Development include:

- Development of a personal mission statement and leadership philosophy,
- Development of a five-year strategic plan,
- Interaction with world, national and community leaders, as well as University administrators, faculty and staff in small groups settings,
- A broadening of one's awareness and understanding of global leadership issues, and
- Participation in a variety of leadership roles on campus

In addition to these formal leadership development programs, students have the opportunity to involve themselves in a variety of Registered Student Organizations.

Academic Honor Societies

Alpha Chi is a general honor society that recognizes academic excellence and exemplary character among university students. Members are elected by the faculty on the basis of grade-point average and character. To be considered, juniors and seniors must have a cumulative GPA in the top 10 percent of their class.

Alpha Kappa Delta is the international honor society for Sociology students. Members are encouraged "to investigate humanity for the purpose of service."

Chi Omicron Pi is the honorary chemistry fraternity. It is open to students with a "B" in chemistry and an overall average of "C".

Delta Mu Delta is a national society in Business Administration. The purpose of the Chapter is to encourage higher scholarship and to recognize and reward scholastic achievement in business administration programs.

Kappa Pi is an international honorary art fraternity. Requirements include the completion of 12 semester hours in art, a grade average of 3.0 in all art courses, an overall grade average of 2.0 and the production of outstanding artwork.

Phi Eta Sigma is an academic honor society for students who make at least a 3.5 grade-point average during the first term as freshmen or who achieve a cumulative 3.5 by the end of their first two terms in college.

Phi Sigma Iota is an international foreign language honor society whose members have completed at least one course at the third-year language level and who rank in the highest 35 percent of their class in general scholarship.

Phi Sigma Tau is an international honor society for philosophy which recognizes students having high scholarship and personal interest in philosophy. Eligibility is contingent on completion of at least two semesters with an overall average above 3.0 and distinctive accomplishment in philosophy courses.

Pi Kappa Delta is a national honorary forensic organization for speakers dedicated to the art of persuasion and just. Membership requirements include 10 hours of community service utilizing communication as a primary component.

Psi Chi is a national honor society for Psychology. Students who have completed 3 semesters in college, at least 9 semester hours in psychology, rank in the top 35% of their class, and have a minimum GPA of 3.0 in both psychology classes and in cumulative grades are eligible for membership.

Sigma Tau Delta is an international honor society for outstanding English majors and minors that promotes excellence and encourages further achievement in the discipline as well as developing creative writing skills.

Society for Collegiate Journalists is a national honorary society for student publication leaders. Chief activities include sponsoring visits and lectures by leading area communication experts, field trips and an annual banquet honoring all campus communication leaders.

Theta Alpha Kappa is a national honor society for religious studies/theology. Requirements include completion of 12 hours in religious studies, a cumulative grade average of 3.0, and a grade point average of 3.5 in religious studies.

Academic and Professional Organizations

Alpha Psi Omega is the honorary dramatics fraternity. Students with satisfactory academic standing who participate in the cast or crew of production sponsored by the fraternity are eligible for membership.

The **Biology Club** is organized to develop student interest in the field of biology through co-curricular activities and to serve as a communication device between students and faculty.

The **Chemistry Club** prepares students in the chemistry field for their respective careers by raising awareness for important contemporary topics and facilitating a broader understanding of the study of chemistry.

Delta Sigma Pi is a professional business fraternity that works to foster the study of business, encourages scholarship, social activity, and the association of students for their mutual advancement by research and practice to promote closer affiliation between the corporate world and Wingate University business students.

The **French Club** seeks to generate better understanding of the French culture and advocate diversity among our community.

Phi Alpha Delta provides an effective, cohesive forum, smaller than that of the entire undergraduate school student body, to promote the principles of liberty and equal justice under law for all citizens.

Phi Epsilon Kappa is organized and operated exclusively for education and charitable purposes and a non-profit organization dedicated to advancing interest in the fields of Athletic Training, Parks and Recreation, Physical Education and Sport Management.

The **Pre-Professional Health Care Organization** provides students with a better understanding of opportunities within the Professional Health Care field.

The **Sports Medicine Club** is organized for any student interested in sports medicine, athletic training, or other allied field represented at Wingate University. This organization will discuss and present recommendations to staff, develop further ability, and serve as a communication link between the students and staff.

The **Sport Science Major Club** strives to create interaction between the physical education, sport management, athletic training, and parks and recreation majors.

The **Student North Carolina Association of Educators** is for students who are majoring in education or are interested in promoting awareness in the field of education. Membership allows students to avail themselves of the benefits of the NCAE.

Greek Life

The Greek Community at Wingate consists of four sororities and four fraternities that offer opportunities for leadership development, community service, academic achievement, and social interaction.

The four fraternities for men are:

- Delta Sigma Phi, Theta Epsilon Chapter
- Kappa Alpha Order, Zeta Zeta Chapter
- Phi Beta Sigma, Alpha Beta Zeta Chapter
- Pi Kappa Phi, Eta Mu Chapter

The four sororities for women are:

- Alpha Xi Delta, Iota Zeta Chapter
- Chi Omega, Theta Lambda Chapter
- Sigma Sigma Sigma, Zeta Lambda Chapter
- Zeta Phi Beta, Beta Sigma Chapter

Wingate University Formal Membership Recruitment for the following Greek organizations takes place during the Fall semester for all students:

- Sororities: Alpha Xi Delta; Chi Omega; Sigma Sigma Sigma
- Fraternities: Delta Sigma Phi; Kappa Alpha Order; Pi Kappa Phi

In order to participate in Formal Membership Recruitment, incoming students must have a minimum high school GPA of a 2.5; upper class students must have a minimum Wingate GPA of a 2.5.

Zeta Phi Beta Sorority, Inc. and Phi Beta Sigma Fraternity Inc. hold a different form of membership recruitment called Intake. Intake is held at various times throughout the academic year as determined by the chapter. All students who choose to participate must have a minimum of 12 credit hours and a 2.5 GPA. *Contact the Assistant Director of Campus Life for Greek Life for more information.*

Interest Organizations

Student Activities: The Campus Activities Board (CAB) at Wingate University consists of students who are interested in learning about event planning, budgeting, contract negotiations, leadership development and more! CAB is responsible for the planning and implementation of large campus events such as Welcome Week, Weekend Blitz, Homecoming, the Christmas Dinner / Dance, Five Days of Justice week, Dr. McGee's Superbowl Party, concerts, and Spring Fling among other large scale events. CAB provides a chance for students to immediately become involved on campus at Wingate. Anyone interested in serving on CAB should contact the Assistant Director of Campus Life for Activities.

International Club creates campus programs and fosters a vigorous exchange of ideas among Wingate University students from other countries.

Junkyard Dogs promotes school spirit at on-campus athletic events.

The **Multicultural Advisory Committee** seeks to publicize issues concerning and achievements of minority groups past, present and future. It also establishes a forum for minority students at Wingate University to interact academically, socially, and politically.

The **Student Athlete Advisory Committee** serves as a means to promote communication between the athletic department administration and the student-athlete population and to create and promote programs which will encourage academic achievement, health promotion, social responsibility, and life skills awareness.

Music Organizations

The **Collegiate Music Educators National Conference (CMENC)** provides opportunities for the professional development of university students in the area of music education.

The **Music and Entertainment Industry Student Association (MEISA)** is an educational forum organized to allow students to participate in professional activities by promoting interaction between its members and music and entertainment industry professionals.

Religious Organizations

Campus Outreach is a national ministry sponsored by local Presbyterian churches. Their emphasis is engaging people with little faith background in discipleship through small groups. They welcome all students and help connect students to small groups, retreats, and summer projects.

The **Christian Student Union (CSU)** is a ministry for all students and provides small groups, fellowship and discipleship for students. They seek to connect students through a variety of topical and relationship-based small groups. They also plan and coordinate several fellowship and missions events throughout the year.

Earthen Vessels Project is a student run organization that assists students who sense a calling on their lives.

Fellowship of Christian Athletes (FCA) provides athletes and other students opportunities for small group studies and fellowship. FCA seeks to provide service to various sports groups on campus and connections among athletes.

The **Gospel Choir** provides opportunities for personal development by promoting campus solidarity, connecting students with various churches in the community, and by offering opportunities for participation in community functions.

Breathe is a weekly student-led time of worship. Interlude is directed by a planning committee with representatives from various Christian clubs and organizations. This committee seeks to provide a unified time of weekly worship each Tuesday at 9 p.m.

The **University and Community Assistance Network (UCAN)** is the only campus organization devoted solely to community service. It is not a club that you have to join. There are no membership dues or eligibility requirements. UCAN is student-run, so its life depends on the energy, imagination, and commitment of students.

Sports Clubs

The **Bulldog Running Club** provides members with an opportunity to participate in cardiorespiratory exercise workouts and to participate in weekend road races.

The **Outdoor Recreation Adventure Club (ORAC)** sponsors outdoor trips for members and the campus community. Camping equipment, mountain bikes and more are available for checkout. Whether you are a beginner or a wilderness expert, let ORAC take you for a walk on the"wildside."

Community Living and Residential Expectations

The University strives to maintain a clean, healthy, and safe campus environment conducive to the development of the whole person. Each student is treated as an individual and encouraged to live up to his or her highest potential. To remain in good standing, a student will be considerate of the well-being of others and will respect the traditions of the University.

For a complete listing of University Policy, please refer to the *Student Handbook*, http://www.wingate.edu/studentaffairs/default.aspx.

The Academic *Catalog* and the *Student Handbook* serve as a contract between Wingate University and its students. Students are responsible for regulations set forth in the *Student Handbook* as well as those in the Academic *Catalog*.

Student Services

Academic Support Services

Academic Resource Center

At the Academic Resource Center (ARC), students will find help with academic counseling, subject area tutoring, and academic advising. In addition, this is the location for the office of Academic Advising and the office of Disability Support Services.

Applied Learning Strategies Seminar

The Applied Learning Strategies Seminar (ALSS), offered through the Academic Resource Center, is designed to help students develop and refine learning strategies. Students will learn about themselves in their roles as learners and how to select and apply learning strategies to meet their individual needs. While ALSS is available to all students, it may be required for students who are on academic probation.

Disability Services

Disability support services are coordinated through the Academic Resource Center. Specific services are provided on an individual basis to allow equal access to programs and services for students with disabilities. In order to be eligible for services based on a disability, students must self-identify their need for services and provide appropriate, supporting documentation.

Writing Center

The Writing Center is located on the second floor of the Ethel K. Smith Library, adjacent to the ARC, and offers students, staff, and faculty an opportunity to improve and strengthen their writing skills. Students from all majors and classes are encouraged to visit the Writing Center. Tutors can help students work on specific writing assignments as well as helping with any of the "stages" of writing—brainstorming topic ideas, shaping a thesis, revising, learning to better edit your own work, or understanding style demands for papers in different disciplines.

The Writing Center is staffed by faculty-recommended student tutors who have been trained to help other students improve as writers. Students may schedule on-going tutorial sessions, make appointments for specific writing assignments, or drop-in for a session with an available tutor. Students may also benefit from writing tutorial handouts and checklists available in the Writing Center and through the center's website.

Campus Bookstore

The H.R. Johnson Bookstore is owned and operated by the University and is located in the Dickson-Palmer Student Center. The bookstore offers a wide variety of merchandise to fill student needs. In addition to supplying required textbooks, it offers a full range of reference books, *New York Times* best sellers, general reading, and children's books. It also offers school and art supplies, computer software, posters, greeting cards, backpacks and a complete line of Wingate University apparel.

Students, faculty and staff will find varied customer services such as check cashing, discount magazine subscriptions, class rings, and the placing of special orders.

Payment may be made by cash, personal check, student debit card, VISA, MasterCard, or Discover Card. Shipping and handling charges as well as a six percent sales tax will be added to all merchandise.

Campus Recreation

Campus Recreation offices are located in the DPC. Campus Recreation invites all students to participate in intramural sports, group fitness classes and to work out in the Fitness Center. Sports and recreational equipment can be checked out at the Rec. Desk with a Wingate ID card. Campus Rec. employs several students throughout the year for intramural officiating, Rec. Desk staffing, and office work.

Counseling Services

The Office of Counseling Services is dedicated to providing a safe and confidential environment for students to discuss a variety of personal and interpersonal concerns. The goal of Counseling Services is also to provide a holistic wellness component to students' educational experiences through the promotion of ways for students to achieve and maintain a healthy mind, body, and spirit.

Dining Services

Aramark provides a variety of on-campus dining ranging from special banquets in LaVerne Banquet Hall to popular grill items in the Klondike. All students living in University-owned properties are required to have a meal plan. Aramark provides an on-campus Coffee Bar, Ethel K. Cafe, which serves Starbucks® products. The Grab-N-Go convenience store offers a variety of items for individuals on the go.

Emergencies

Students may be reached by calling directly to individual rooms or by contacting the University switchboard (704-233-8000), Monday through Friday from 8:30 a.m. until 5:00 p.m. To contact a student after hours and on weekends, please call the above number to speak with the Residence Life Staff. Every effort will be made to contact the appropriate individual on campus.

Medical emergencies are handled through the emergency room of the Carolinas Medical Center - Union in Monroe. Emergency physicians are available 24 hours a day.

Health Services

Wingate University is concerned with the health and well-being of its students. To ensure all students have some form of health insurance coverage, a voluntary program of health insurance coverage is offered for purchase through the University *(contact the Business Office for complete information).*

The University maintains the Dickerson Health Center on campus which is staffed by a full-time registered nurse-practitioner. Students may be seen from 9am - 3pm

Monday through Friday. Additionally, a physician comes to the student health center daily to see students who have made an appointment. Appointments are to be made between 9 a.m. and noon on the day of the visit. Students who have not made an appointment prior to 12 noon cannot be guaranteed an appointment that day. There is no charge for an appointment with the doctor or nurse.

Some medications are available at the student health center. These medications are billed through the University Business Office. Prescriptions are available if medications are not available or if a student prefers to obtain medications elsewhere. Students who are referred off campus for medical evaluation or follow up are responsible for payment to the provider *(refer to the* Student Handbook *for complete information).*

Medical/Immunization Requirements

All students admitted to Wingate University are required to submit a completed Student Health Services Health Information Summary form which includes health history, physical examination, insurance, and immunization information.

The physical examination needs to have been performed within one year prior to the date of admission to the university. Students who have not had a physical examination within 30 days from the beginning of classes will be referred to a medical office within the community. Noncompliance with medical requirements may result in expulsion from classes and the University.

The following immunizations are required:

- **Students 17 years of age and older:** 3 DTP (Diphtheria, Tetanus, Pertussis) or 3 Td (Tetanus-diphtheria) doses; one dose must be within the last ten years; 3 Polio (oral) doses; *2 Measles (Ruebeola) doses, on or after the first birthday; 1Mumps**;1 Rubella dose
- **Students 18 years of age through a birth date of Jan.. 1, 1957:** 3 DTP or Td doses, one dose must be within the last ten years; *2 Measles (Rubeola) dose on or after the first birthday; 1 Mumps**; 1 Rubella dose
- **Students born prior to Jan. 1, 1957 through age 49:** Primary series of 3 DTP or 3 Td doses; one dose must be within the last ten years; (A documented Td BOOSTER within the past ten years will be accepted as evidence of the initial series.); **1 Rubella dose.
- **Students 50 years of age and older:** Primary series of 3 DTP or 3 Td doses; (A documented Td BOOSTER within the past ten years will be accepted as evidence of the initial series.)
- Due to recent outbreaks of mumps in the nation, Wingate University is strongly recommending that all students have two doses of the mumps vaccine or have a positive serelogical antibody titer against the disease. If you received two MMRs vaccinations, you are protected; however, if you received one MMR and a measles immunization for your second dose, Wingate University highly encourages you to receive a mumps immunization.
- Wingate University is strongly recommending that students get vaccinated against meningococcal disease. Meningitis is a rare disease that often causes flu-like symptoms. If not treated early, meningitis can lead to swelling around the brain and other permanent disabilities such as hearing loss, brain damage, seizures, limb amputation, and even death.
- **Students in School of Pharmacy, Physician Assistant School, or Athletic Training** are required to have additional immunizations. Check with those programs to identify what is required.

**History of physician diagnosed measles disease OR laboratory proof of immunity is acceptable. Must repeat measles vaccine if received even one day prior to first birthday.*
***Only laboratory proof of immunity to rubella is acceptable, physician diagnosed rubella disease is not acceptable.*

North Carolina high school immunizations will satisfy this requirement if they are up to date and a copy is attached to the Medical History/Examination Form. Students are responsible for the high school records.

Students who do not have a complete immunization record on file when beginning classes will have 30 days to obtain the required immunizations. A campus clinic will be available. Students who are not in compliance within 30 days of the first day of class will be required to withdraw from classes. Evening students are exempt. Medical and religious exemptions can be requested through Health Services. Questions and forms should be directed to the Director of Health Services, Campus Box 3037, Wingate University, Wingate, NC 28174.

International Students

- Must meet North Carolina guidelines concerning immunizations.
- Must provide documentation of insurance. A student accident and sickness insurance program is available for purchase by students of Wingate University in the business office.
- All students with a positive tuberculin skin test will be referred to the Health Department for evaluation and follow-up. If it is the recommendation of the Health Department that they receive prophylactic treatment for tuberculosis, students will be required to comply.

Internships and Career Development

The Office of Internships and the Office of Career Development provide resources to assist students in exploring majors and career options. Through an emphasis on career development as a process requiring planning, the goal is to help students identify their interests and abilities early on and actively engage in preparation for their futures. Career Development provides students with career advising, self-assessment exercises, resume and cover letter guidance, job searches, graduate school preparation, mock interviews, on-campus employer recruiting, job/internship fairs, and various career-related events. The Parents Association Career Resource Center offers a career library, computers for resume writing and job/internship searching, career software programs, and available Peer Career Mentors for drop-in assistance.

The Office of Internships offers students assistance in obtaining academic and co-curricular internships. As a part of preparing for career decisions following graduation, all students have the opportunity and are encouraged to participate in an internship during their time at Wingate University. Following the freshman year, students may pursue an internship for the summer term, fall semester, or spring semester. Internships may be either credit-bearing or non-credit-bearing. Internships-in-London and the Summer Internship Institute provide special summer opportunities.

Internship and employment opportunities are showcased on the CareerGate (on-line job database), a free service to students and alumni. To access CareerGate visit http://www.wingate.edu/studentaffairs/careerdev . Email careerhelp@wingate.edu to obtain a username and password

Multicultural Affairs

The Office of Multicultural Affairs provides services and programming to all students at Wingate University regardless of race or ethnicity. We hope to inspire and educate all students while enhancing the appreciation and awareness of diversity.

Orientation

At the beginning of each semester, Wingate holds a new-student orientation during which students are acquainted with one another as well as with faculty members, advisors, the educational program, campus facilities, Wingate traditions, and standards and policies. The program seeks to educate new students and provide information and activities to allow them to gain a sense of community. The orientation program is planned by the division of Student Affairs in conjunction with academic advising.

Student Employment

A limited number of part-time work-study jobs are available on campus. Students interested in securing part-time work should consult with the Office of Financial Planning. Part-time on and off campus jobs are listed in CareerGate, a free job database for students. Email careerhelp@wingate.edu to obtain a username and password.

Student Success

The Office of Student Success connects students with appropriate support systems and services to assist them in realizing their academic goals. The office facilitates communication between faculty, staff, and students that leads to collaborative educational support. The Office of Student Success is committed to assisting all students in their maturation and development.

Telephone and Mail

Telephones are not provided in individual rooms (students must bring their own). Residential students are assigned mail boxes in the Dickson-Palmer Student Center and are expected to check their mail daily. Students are expected to respond to all communications from members of the faculty or staff of the University. The physical address for student mailing is 211A East Wilson Street.

Most postal services are available at the campus post office. The town of Wingate's post office is near campus if students need further assistance.

University Email Service

All students are assigned a Wingate University email address for official communications with faculty and administrators. Students are responsible for reading their email on a daily basis.

Awards

These awards are presented annually at Commencement:

The **Budd E. and Ethel K. Smith Award** is presented to the student judged to have made an outstanding contribution through leadership of other students, Christian sensitivity, and moral responsibility.

The **C.C. Burris Award** is presented to the woman who represents the ideals of scholarship, leadership, and service.

The **A.F. Hendricks Award** is presented to the man who represents the ideals of scholarship, leadership, and service.

The **Fred H. Allen Award for Christian Leadership and Service** is presented to the student judged to have exhibited outstanding Christian leadership and to have been involved in significant Christian service projects.

The **Jerry and Alice Surratt Award** is presented annually to the graduating senior who has made the most significant contributions in the area of international education through scholarship and service.

The **H.K. Helms Award** is presented to a student achieving excellence in scholarship.

These awards are presented annually to recognize excellence in major fields:

Accounting Award
Arthur Joseph Geddings, Jr. Sportsmanship Award
Award for Excellence in Speech Communications
Award for Excellence in Telecommunications
C.B. and Beadie Haskins Scholarship Award
Carolyn Caldwell Gaddy Teacher Education Award
Daughters of the American Colonists Award
Sarah Chapman Walker Piano Scholarship
Senior Music Award
The Enquirer-Journal Journalism Award
Wall Street Journal Top Student Award
Excellence in Biblical Studies
Excellence in New Testament Greek
Faculty Award for Excellence in Biology
Finance Award
Frances Cuthbertson Vick English Award
Freshman Chemistry Achievement Award
Robert Hoerning MBA Student Award
Harris Teeter Marketing Award
Helen Elizabeth Cowsert Foreign Language Awards (3)
J. Howard Williams Athletic Cup
Management Award
Mathematics and Education Award
Music Achievement Award
Music Performance Award
Outstanding Art and Education Award
Outstanding Music Educator Award
Outstanding Senior Art Award
Outstanding Senior History Major Award
Outstanding Senior in Human Services Award
Outstanding Female in Sport Sciences Award
Outstanding Male in Sport Sciences Award
Outstanding Sport Sciences Scholar Award
Pickett Williams Memorial Athletic Award
Religious Studies Award

Chapter 3

ADMISSIONS, COSTS, & FINANCIAL PLANNING

Admission

Persons seeking admission to Wingate University should contact the Office of Admissions for an application and other pertinent information necessary for enrollment. The University operates on a rolling admission plan. Candidates for admission are notified of the enrollment decision within two weeks of application completion. Admission is based on high school record and SAT or ACT scores. For transfer students, work from all previous colleges attended is also considered. Personal interviews and recommendations, while not required, are encouraged and often prove beneficial to both the University and the student.

Freshman Admission

For an application to be considered complete, the following items are recommended:

- Completed and signed application form
- $30 non-refundable processing fee
- Official high school transcript or GED certification *(if applicable)*
- SAT or ACT scores*

**SAT or ACT scores not required if the applicant has been out of high school for five or more years*

Although some flexibility may be allowed, the following high school course distribution is recommended:

Course	Number of Units
English	4
Math *(Algebra and above)*	3
Social Science	2
Natural Science (1 lab)	2
Foreign Language	2

Readmit Student Admission

A student who wishes to be readmitted must complete a Readmission Application which is available from the Office of Admissions and on the University's website. If the student has attended other colleges after leaving Wingate University, official transcripts and a completed Confidential Inquiry Form from the Dean of Students from the last college attended must be forwarded to the Office of Admissions to complete the application. A student who has been absent for two consecutive semesters (including the semester of withdrawal, if applicable) must meet the catalog requirements for graduation in effect at the time of readmission. Students who have been suspended by the Office of Student Affairs and wish to apply for reinstatement should submit a written appeal to the Office of the Dean of Student Affairs. Students who have been academically suspended and wish to apply for reinstatement should submit a written appeal to the Academic Appeals Committee, in care of the Student Success Office.

Transfer Student Admission

Students who complete course work at another accredited college or university may apply for admission to Wingate. A completed application for admission must be submitted and must be accompanied by official transcripts from all institutions previously attended along with an official high school transcript or GED certification. SAT or ACT scores may also be required for transfer applicants with less than 24 transferable credits unless the student has been out of high school for five or more years. Transfer applicants should be eligible, both academically and socially, to

return to the institution from which they are transferring. A completed Confidential Inquiry Form must be received from the Dean of Students at the last college the student attended (unless the student earned a degree at the previous institution). All application documents can be found on the University's website, or students may contact the Transfer Counselor for more information. Transfer applicants from accredited institutions are generally admitted if they present a cumulative grade point average of 2.5 or higher on a 4.0 scale.

Transfer Credit

Academic work completed at accredited colleges and universities will be accepted at full value for courses passed with a grade of "C" or better provided they are comparable to Wingate University's curriculum. The Registrar, in consultation with the appropriate department chair(s), evaluates coursework to determine equivalency. The maximum number of course hours that may transfer from a two-year institution is 64 semester hours. A maximum of 90 semester hours will be accepted from four-year institutions. Wingate University participates in the North Carolina Community College Articulation Agreement.

Foreign Language requirements: Students may receive credits for foreign language courses which the student has approved at another college or university, even if the language is not taught at Wingate University, under the following conditions:

- The courses were completed with a grade of "C" or better.
- The courses were not correspondence or web based courses
- The courses were offered by an accredited higher education program, college, or university

Independent Comprehensive Articulation Agreement (ICAA)

Wingate University, a member institution of North Carolina Independent Colleges and Universities (NCICU), has agreed to the terms of the Independent Comprehensive Articulation Agreement (ICAA) between NCICU members and the North Carolina Community College System (NCCCS). The following terms apply:

- Students with an A.A. or A.S. degree from a North Carolina community college, or students who have fulfilled the 44-hour core curriculum as defined by the NCCC system with no grade lower than a "C" will automatically fulfill all lower-level institution-wide core curriculum requirements at Wingate University.
- Courses will be evaluated on a course-by-course basis for students who did not earn an A.A. or A.S. degree, or for students with one or more grades of "D" in CAA courses
- Transfer courses which did not originate at an NC community college, at a UNC institution, or at a signatory institution of NCICU may be used under this articulation agreement if they were used in the awarding of a two-year degree fron an NC community college.These courses must meet core curriculum requirements, must be from a regionally-accredited institution, and must total no more than twenty-five percent (four courses) of the core curriculum.
- Students may file a grievance if they think the terms of the ICAA have not been followed. See the Office of the Registrar for more details.

International Student Admission

For an application for admission from an international student to be considered complete, the following must be received:

- Completed application form
- $30 non-refundable processing fee
- Certified English translations of high school transcript and any college level work
- SAT or ACT or TOEFL (Test of English as a Foreign Language) scores are required.

After acceptance, international students must submit a $300 enrollment deposit and a Declaration of Finance Form showing adequate financial resources to attend the University before an I-20 form will be issued. The deadline for processing an international student application is May 1 for fall semester enrollment and October 1 for spring semester enrollment. Wingate University should receive $300 enrollment deposits by June 1 for fall semester entrance and by October 15 for spring semester entrance to allow adequate time for issuance of the I-20 form and for securing the student visa.

Enrollment Deposit

To confirm enrollment a prospective freshman, readmit, or transfer student should submit an enrollment deposit of $300 for residential students and $200 for commuting students. Enrollment deposits are refundable upon written requests until May 1st for fall semester enrollment and November 1st for spring semester enrollment. An enrollment deposit which has been transferred from an earlier term is non-refundable.

Medical/Immunization Requirements

After a student has been accepted by Wingate University, he/she is required to submit to the Student Health Center a completed Student Health Services Health Information Summary which includes health history, insurance, physical examination, and immunization information. Students who do not provide Student Health Services with the required medical/immunization information within 30 days after classes begin are subject to expulsion from classes and the University until such information is received.

Credit by Examination

Students may earn a maximum of 30 semester hours of credit toward a baccalaureate degree by examination prior to enrollment *(see also Chapter 4, credit by examination).*

Advanced Placement (AP)

Students who score three, four, or five on the Advanced Placement Test of the College Entrance Examination Board may receive credit as determined by the appropriate academic department. Students should send official scores to the Office of the Registrar.

College Level Examination Program (CLEP)

Students who score 50 points or higher on CLEP subject examinations may earn credit toward a baccalaureate degree. Students should send official scores to the Office of the Registrar.

International Baccalaureate Program Credit

Students who score five, six, or seven on the Higher Level Examinations of the International Baccalaureate may receive credit toward a baccalaureate degree. Students should send official scores to the Office of the Registrar.

Dual Enrollment

Highly qualified high school students with a letter of recommendation from their high school guidance counselors who would like to take college courses prior to or during their senior year may do so through the Wingate Dual Enrollment Program. Interested students should contact the Office of Admissions and request a joint enrollment application two weeks before the beginning of the semester and return it to the Office of Admissions at least a week before classes begin. Dual Enrollment credit is generally transferable to other colleges and universities. Students enrolled through this program will be allowed to take classes on a space-available basis. Charges for Dual Enrollment classes are $840 for one course, $1,355 for two courses, and $1,680 for three courses.

Reasonable Accommodation

Wingate University does not discriminate against qualified individuals with disabilities. Moreover, as required by law, the University will provide reasonable accommodations to the known disabilities of otherwise qualified applicants for admission or students with disabilities in all education programs, activities, services and practices, including application procedures, admissions, student assignment, course assignment, the awarding of degrees, discipline, withdrawal, and dismissal. Educational opportunities generally will not be denied to an otherwise qualified applicant or student because of his or her disability or because of the need to make reasonable accommodations to the physical or mental impairments of such individuals.

Disabled applicants or students who feel they need such assistance should contact the Office of the Dean of Student Affairs. A copy of the University's policy concerning Provision of Reasonable Accommodation for Education Programs, Activities and Other Services is available upon request.

Financial Information

The University operates on a semester basis. Statements are sent approximately one month prior to the beginning of each term. Charges for the semester must be paid before registration may be completed. Students must notify the University, prior to registration, of any financial aid, trust funds, etc., accruing to the student from sources other than Wingate University. If the student expects to receive aid of any type from Wingate University, it must be cleared with the Office of Student Financial Planning prior to the student's arrival on campus.

The student may deduct one-half of the aid for the year, excluding work scholarships, from the first semester's payment.

Basic Semester Charges

	Residing	Commuting
Tuition	$ 9,495	$9,495
General Fees	$ 350	$ 350
SGA Fee	$ 100	$ 100
Residential Fee	$ 4,025	
Technology Fee	$ 125	$ 63
TOTAL*	$14,096	$10,008

**Qualified North Carolina residents may, upon application, receive a North Carolina Legislative Tuition Grant of $1,950 per year (see section on student financial planning). This amount is subtracted from the total charges for all North Carolina students.*

Additional Charges and Fees

Residential Fee:	
Single Room (if available)	$4,730
Triple Room	$3,390
Full-Time	
Room Deposit *(returning students)*	$200
Surety Deposit	$200
Commuter Board Plan	
25 meals	$205
50 meals	$335
75 meals	$500
Extra Hour Charge *(per semester hour in excess of 18)*	$633
Part-Time	
Tuition *(per semester hour)*	$633
General Fee *(7 to 11 hours per semester)*	$190
Surety Deposit	$25
Graduate Students	
Master of Arts in Education Tuition *(per course)*	$645
Internship I *(one credit hour)*	$215
Master of Business Administration Tuition *(per course)*	$1,230
Doctor of Education *(per course)*	$900
Graduation Fee	$125
Student Teaching	
Twelve semester hours	$285
Eight semester hours	$150
Music	
Music-Performance Study *(per semester)*	
Two 30-minute lessons weekly	$270
One 30-minute lesson weekly	$135
Class Guitar/Class Piano/Class Voice (per hour)	$135
Art	
Fees vary per class	
Other	
Audit *(per course)*	$265
Credit by Examination	$265
Return Check Service Charge	$25
Graduation: Undergraduate	$90
Summer School	
Tuition *(per hour)*	$335
Room *(per term)*	$360

Books and Supplies

Textbooks and necessary class materials are on sale in the H.R. Johnson Bookstore. A complete line of University supplies is available.

Check Acceptance

The Business Office will accept checks only for payment of accounts. The University suggests that an account be established with a local bank. The H. R. Johnson Bookstore cashes checks up to $50 with a valid student ID card.

Deposit (Enrollment)

A first-time full-time residential student must pay a $300 deposit prior to enrollment; $100 of this amount is a room deposit applicable to the first semester of enrollment. A full-time commuting student must pay a $200 deposit. All part-time students must pay a $25 deposit prior to enrollment. Wingate will hold the deposit throughout the student's educational career at the University. University fees, fines, returned checks, facilities damage charges, and other miscellaneous charges, if not paid in the usual manner, may be deducted from the deposit. After a student has been enrolled for at least one semester, the deposit, less appropriate deductions, will be refunded within 60 days after any of the following:

- graduation with a baccalaureate degree
- failure to re-enroll for the fall semester
- receipt of a written request from a student who is no longer enrolled

To secure a residence hall room, returning students, including those on scholarship, must pay a deposit of $200 (each year). This deposit is applicable toward the semester's residential fee for which it is made.

Expenses

Charges are based on a maximum student load of 18 semester contact hours. After the tenth day of classes, a student will be charged for extra hours at a rate of $633 per semester hour. Failing to drop a class by the last day of drop/add means financial responsibility for any hours over 18. Students taking less than 12 semester hours are classified as part-time students and are charged tuition at the rate of $633 per semester hour. There is a $190 general fee for students taking seven to 11 hours per semester.

ID, Meal, and Debit Card

A student must submit the Wingate I.D. card to the Office of Student Affairs upon withdrawal from the University. Withdrawal may require refunds to some student financial aid programs. This policy applies to students who officially withdraw during any regular session of the University.

Students may also deposit money on a debit account through the Business Office. The student's I.D. card serves as the debit card that can be used in the H.R. Johnson Bookstore, W.T. Harris Dining Hall, Klondike Poolside, Ethel K. Cafe, Grab-N-Go, DPC Express, and towards University fines and fees. This is not a bank debit card. No refunds are given from the debit card until the student graduates or withdraws from the University. At that time any remaining money will be refunded to the student.

Insurance (Medical)

Medical insurance is available to each full-time student. Students who wish to participate in this program may request a brochure from the Business Office.

Refund/Repayment Policy

A refund refers to the University charges returned to the student and/or to the financial source that covered those charges. Refunds are made within 30 days of the student's withdrawal.

Students who withdraw from Wingate University on or before the first class day of a semester will receive a full refund of any payment made toward tuition, fees, room and board.

For students who withdraw after the first day of class during a semester, the following institutional refund policy for tuition, fees, room and board will be in effect:

- 90% refund when withdrawal is after the first day of class during a semester and before the end of the first week of class
- 80% refund when withdrawal is during the second week of class
- 60% refund when withdrawal is during the third week of class
- 40% refund when withdrawal is during the fourth week of class
- 20% refund when withdrawal is during the fifth week of class

The date of withdrawal is the date that the official withdrawal form is received by the Office of the Registrar or the date of withdrawal specified by the student, whichever is earlier. The semester begins with the first day of class. The first week of the semester is the seven-day period that begins on the first day of class. The point of withdrawal is measured in weeks, and the student is considered to have withdrawn within a given week, as defined above, if the withdrawal date is prior to the end of that week.

Return of Title IV Funds

Students receiving federal financial aid: The Higher Education Amendments of 1998 established a new formula for calculating the amount of aid a student and school can retain when the student totally withdraws from all classes. Students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws completing only 30% of the term will have "earned" only 30% of any Title IV aid received. The remaining 70% must be returned by the school and/or the student. The Office of Student Financial Planning encourages you to read this policy carefully. If you are thinking about withdrawing from all classes PRIOR to completing 60% of the semester, you should contact the Financial Planning Office to discuss how your withdrawal will affect your financial aid.

This policy shall apply to all students who withdraw, take a temporary leave of absence, or are expelled from Wingate University, and receive financial aid from Title IV funds (Federal financial aid programs authorized under the Higher Education Act of 1965, as amended). Title IV funds include the following programs: Federal Pell Grants, Federal SEOG, and Leveraging Educational Assistance Partnership Grants

A student's withdrawal date is:

- the date the student begins the institution's withdrawal process or officially notifies the institution of intent to withdraw; or
- the midpoint of the period for a student who leaves without notifying the institution; or
- the student's last date of attendance at a documented academically-related activity.

Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60% point in the semester. Title IV aid and all other aid is viewed as 100% earned after that point in time.

The percentage of Title IV aid earned shall be calculated as follows:

Number of days completed by student = Percent of term completed
Total number of days in term

- The percent of term completed shall be the percentage of Title IV aid earned by the student.
- The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.

The percentage of Title IV aid unearned (i.e., to be returned to the appropriate program) shall be 100% minus the percent earned. Unearned aid shall be returned first by Wingate University from the student's account calculated as follows:

Total institutional charges X percent of unearned aid = amount returned to program(s)

Unearned Title IV aid shall be returned to the following programs in the following order:

1) Unsubsidized FFEL Loan
2) Subsidized FFEL Loan
3) FFEL PLUS (Graduate Student)
4) FFEL PLUS (Parent)
5) Federal Pell Grant
6) Academic Competitiveness Grant
7) National SMART Grant
8) Federal Supplemental Educational Opportunity Grant
9) Other Title IV Grant

Exception: No program can receive a refund if the student did not receive aid from that program.

When the total amount of unearned aid is greater than the amount returned by Wingate University from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:

1) Federal Pell Grant
2) Academic Competitiveness Grant
3) National SMART Grant
4) Federal Supplemental Educational Opportunity Grant
5) Other Title IV Grants

- Loan amounts are returned according to the terms of the promissory note.
- Amounts to be returned by the student to federal grant programs will receive a 50% discount.
- Refunds and adjusted bills will be sent to the student's home address on file in the Registrar's Office following withdrawal. Students are responsible for any portion of their institutional charges that are left outstanding after Title IV funds are returned.

Institutional and Student Responsibility in Regard to the Return of Title IV Funds

Wingate University's responsibilities in regard to the return of Title IV funds include:

1) Providing each student with the information given in this policy;
2) Identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for those students;
3) Returning any Title IV funds that are due the Title IV programs.

The student's responsibilities in regard to the return of Title IV funds include:

1) Becoming familiar with the Return of Title IV policy and how complete withdrawal affects eligibility for Title IV aid;
2) Returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.

The procedures and polices listed above supersede those published previously and are subject to change at any time.

Student Financial Planning

The Wingate University Office of Student Financial Planning welcomes the opportunity to help students and their families who seek information on scholarships, grants, student loans and on-campus employment. All students who plan to apply for financial aid must complete the Free Application for Federal Student Aid (FAFSA).

Many financial aid programs are awarded based on need as determined by information submitted on the FAFSA. To receive maximum consideration for all available financial aid programs, the FAFSA should be filed by May 1 prior to each academic year for which a student wishes to be considered for financial aid.

Financial aid programs vary as do the needs of students. Grant assistance is gift or entitlement aid and carries no repayment obligation. Student loans are long-term, low interest loans, which may be repaid after the student completes his or her education. Many students obtain jobs on the campus and are paid monthly for hours worked.

Financial assistance is awarded in a package which may include one or more of the financial aid programs. All financial aid awards, including athletic, academic, and outside scholarships are coordinated through the Office of Student Financial Planning. The total financial assistance awarded will never exceed the costs related to attending Wingate University.

Scholarships, grants, and student loan proceeds may be applied to the cost of attending Wingate University and are generally credited directly to the student's account. Earnings from campus jobs are paid directly to the student; therefore, they are not used as a credit toward the student's account.

State and Federal Aid Programs

North Carolina Legislative Tuition Grant: The State of North Carolina provides a grant to each N.C. resident enrolled as an undergraduate student at a N.C. independent university for nine or more credit hours. The maximum grant is determined annually by the N.C. legislature. Students who indicate a North Carolina address will be sent the appropriate forms to verify residency.

North Carolina State Contractual Scholarship Fund: Funds for this grant program are made available by the State of North Carolina to aid residents of North Carolina. Award amounts vary. Eligibility for this program is based on state residency and financial need as explained by the Free Application for Federal Student Aid (FAFSA) filed by the student.

North Carolina Education Lottery Scholarship (ELS) was created to provide financial assistance to North Carolina resident students. Eligibility for this program includes North Carolina residency, enrollment of at least six (6) credit hours per semester in a curriculum program, and meeting institutional Satisfactory Academic Progress requirements. Eligibility is also determined based on the same criteria as the Federal Pell grant with one exception; students not eligible for the Federal Pell Grant with an estimated family contribution of $5,000 or less will be eligible for ELS. Students who have earned baccalaureate (four-year) college degrees are ineligible. Applicants must complete the FAFSA.

Federal Pell Grant: Awards from this federal grant program range from $976 to $5,350 during the 2009-10 year. The U.S. Department of Education determines eligibility using the FAFSA.

Federal Supplemental Grant: Awards from this federal grant program are made to students who receive the Federal Pell Grant based on the availability of funds.

Academic Competitiveness Grant Program (ACG) awards grants to eligible students who complete a rigorous secondary school program of study. An ACG is available during a student's first and second academic years of undergraduate education in an eligible undergraduate program. Applicants must be a U.S. citizen, be enrolled full-time, be Pell eligible and have successfully completed a rigorous high school program. Second year students must maintain a cumulative GPA of at least 3.0 for the award to be renewed. First year awards are valued at $750, and second year awards are valued at $1,300. Students apply for the ACG by filing the FAFSA.

Loan Programs: Each year the University develops a preferred lender list for students and parents to use. A request for information is submitted by lenders and is carefully reviewed by the University. Lenders are evaluated based upon lender fees, repayment benefits, stability of the lender, and customer service. Students are free to use any other lender. **Note: Wingate University does not accept any form of gift or payment from any lender as an inducement to be on the recommended lender list**.

Federal Work-Study: In this joint federal-university program, part-time work-study employment is made available to students. Students work an average of 10 hours per week and receive payroll checks monthly. Students are paid the minimum wage.

Federal Stafford Loan Program (subsidized/unsubsidized): Lenders in this federal program provide long-term, low-interest loans to students. Per academic year, freshmen are eligible for $5,500; sophomores, $6,500; and juniors and seniors, $7,500. Payments may be deferred if the student is enrolled at least half-time (six hours). Information on lenders is available through the Office of Student Financial Planning or at *www.ecmc.org/link/00298500/*. Students whose parents are denied a PLUS loan may receive up to an additional $5,000 in unsubsidized Stafford.

Note: All of the above programs with the exception of the North Carolina Tuition Grant require filing of the FAFSA.

Financial Assistance Alternatives

For families who do not qualify for federal or state financial assistance or whose financial assistance does not cover the entire cost of university attendance, there are several alternatives. Some of these are listed below *(contact the Office of Student Financial Planning for more information).*

Equal Payment Plan: Families may divide the cost of tuition, fees, room and board into eight (8) equal payments. There is a $60 participation fee; however, Wingate charges no interest throughout the year. The first payment is due 10 days before the beginning of class. Subsequent payments are due the first day of each month, October-April. Payments may be made using check, cash, VISA, MasterCard or Discover.

Federal Parent Loan for Undergraduate Students (PLUS): Lenders who process the Stafford Loan for students also make available the Federal PLUS Loan for parents of undergraduate students. Interest rates are fixed at 8.5%. Repayment begins after the loan has been fully disbursed.

Academic Scholarships

Academic Scholarships are awarded to qualified high school seniors who have submitted a completed application for admission. ***Additional scholarship applications are not required.*** After admission to the University, the academic credentials of each student are reviewed to determine scholarship eligibility. Qualified students are notified of scholarship awards in writing after admission. Students are eligible for only one Academic Scholarship. Information is available from the Office of Admissions. **Academic scholarships are for undergraduate students only.**

Note: Due to the opportunity to take classes with a reduced fee structure, Metro Campus students do not qualify for Wingate University academic scholarships; however, students are eligible for the North Carolina Legislative Tuition Grant.

Irwin Belk Scholarships are available to exemplary students who are in the top 10% of their high school graduating class or have a 3.80 GPA on a 4.00 scale and who have a minimum SAT score of 1300 or ACT of 29. Belk scholarships are limited and meeting minimum requirements for consideration does not guarantee receipt of a Belk Scholarship. This scholarship is renewable for a maximum of 8 consecutive semesters. Belk Scholarship recipients must achieve a minimum cumulative GPA of at least 3.00 at Wingate and maintain full-time enrollment in consecutive semesters.

Trustee Scholarships are available to outstanding entering freshmen. These scholarships are based on high school grades, test scores, and class rank. Trustee Scholarships begin at awards of $6,000 per academic year and are renewable for a maximum of eight consecutive semesters. Recipients must achieve a minimum cumulative GPA of 2.50 at Wingate and maintain full-time enrollment in consecutive semesters. A significant number of Trustee awards are available.

Wingate Merit and Engagement Scholarships are available to entering freshmen based on academic achievement, leadership, enthusiasm, and character. They are renewable for a maximum of eight consecutive semesters. Recipients must maintain satisfactory progress standards as outlined on page 43 of this catalog, and remain enrolled full-time in consecutive semesters.

Wingate International Scholarships (WIS) are available to entering freshman and transfers based on academic achievement, leadership, enthusiasm, and character. They are renewable for a maximum of eight consecutive semesters. Students receiving WIS must maintain satisfactory progress standards as outlined on page 49 of this catalog, and remain enrolled full-time in consecutive semesters.

Transfer Student Scholarships are awarded to students entering Wingate University's main campus programs who are full-time and have demonstrated academic success at other colleges and universities. Students who have a minimum of 24 semester hours of acceptable transfer work, and have achieved a cumulative GPA of 2.5 or higher at previous colleges, are eligible for awards ranging from $3,000 to $8,000 per academic year. Transfer Scholarships are renewable when recipients maintain Satisfactory Academic Progress towards a degree (as outlined on page 43) and remain enrolled full-time in consecutive semesters.

Church-related Scholarships

These scholarships and grants are administered annually through the Office of Student Financial Planning to students attending Wingate University's main campus programs. More information is available from that office.

North Carolina Baptist Scholarships are available from the Baptist State Convention of N.C. to undergraduate N.C. students who are members of cooperating churches of the Baptist State Convention of N.C. Applications and deadline dates may be found at www.scholarships.ncbaptist.org.

Partners in Education matching grant program is available to North Carolina students in cooperation with their local Christian churches in which they hold membership. When a local church gives a scholarship for the student, Wingate University will match up to $500 of that donation to create a partnership grant totaling up to $1,000 per year. Students participating in this program must be enrolled full-time in an undergraduate program.

Ministerial Dependent's Grant

This grant *(valued at $1,500)* is awarded to the spouse, child, or legal dependent of an ordained, full-time employee of a cooperating Baptist Church in North Carolina. It is renewable each year, contingent upon maintenance of satisfactory academic progress standards.

The grant is subject to the following guidelines:

- The recipient must be accepted for admission to Wingate University, must be a full-time student, and must maintain satisfactory academic progress.
- Students requesting additional financial assistance must complete the Free Application for Federal Student Aid (FAFSA) and the Wingate University Application for Financial Aid.
- The grant may be used by a qualified recipient for a total of eight semesters, or until he/she attains their bachelor's degree, whichever occurs first.
- The grant does not apply toward summer sessions.
- A limited number of grants may be available, and they will be awarded on a "first-come, first-served" basis.
- Dependents with exceptional need, as determined by a need analysis, may be offered additional funds.
- The Ministerial Dependent's Grant is not available to dependents of foreign missionaries in addition to the Foreign Missionary's Dependent Grant.

Foreign Missionary Dependent's Grant

This grant *(valued at $1,500)* is awarded to the spouse, child, or legal dependent of a Baptist foreign missionary who is a full-time missionary.

The grant is subject to the following guidelines:

- The recipient must be accepted for admission to Wingate University, must be a full-time student, and must maintain satisfactory academic progress.
- Students requesting additional financial assistance must complete the Free Application for Federal Student Aid (FAFSA) and the Wingate University Application for Financial Aid.
- The grant may be used by a qualified recipient for a total of eight semesters, or until he/she attains their bachelor's degree, whichever occurs first.
- The grant does not apply toward summer sessions.
- A limited number of grants may be available, and they will be awarded on a "first-come, first-served" basis.
- Dependents with exceptional need, as determined by a need analysis, may be offered additional funds.

Legacy Awards

The Legacy Award is an annual award available to entering freshmen or new transfer students. To qualify, the student must be a son, daughter, grandson, granddaughter, niece, nephew, or sibling of a Wingate alumnus. Eligible students will receive a $500 grant during each academic year..

Music Scholarships

Music scholarships, based on a performance audition and academic achievement, are awarded annually to students who plan to major in music. The student must perform three contrasting selections representing an advanced level of study. For more information about the scholarships and the audition dates, contact the Department of Music.

Veterans Benefits

Veterans may qualify for financial assistance according to their length of military service. Widows and children of veterans who died or were disabled as a result of service-related injury or disease may also be eligible for educational benefits. In order for the Office of the Registrar to complete an enrollment certification, the student must have received a letter of certificate of eligibility from the Veterans Administration. Wingate participates in the Yellow Ribbon Program. Information may be obtained from the Veterans Administration or from a veterans service officer.

Financial Aid Satisfactory Academic Progress Guideline

To be eligible for any type of financial assistance, students must show evidence of satisfactory progress toward graduation. Although certain scholarships and grants require specific grade point averages, students must maintain the minimum academic requirements as outlined in the chapter on Academic Policies in this catalog.

In addition, full-time students must earn a minimum of 12 credit hours each semester to be eligible for financial aid the following academic year. Part-time students must earn all hours attempted.

Wingate will review the academic records of all students receiving financial aid at the end of the fall and spring semesters for satisfactory progress. Students not meeting the minimum requirements will be notified and will have the responsibility of making themselves eligible by the end of the next academic semester.

The maximum period of eligibility for financial aid is 10 semesters enrollment (though many types of federal, state, and institutional aid are limited to eight semesters). Exceptions to this rule may be made for compelling reasons by submitting an appeal in writing to the Financial Aid Appeals Committee. Students will receive written notification of the committee's decision.

Financial Aid Academic Progress Appeals Procedure

Students denied financial assistance for failure to maintain minimum Satisfactory Progress requirements may appeal in writing to the Financial Aid Appeals Committee. Students should plan to attend summer sessions in order to meet Satisfactory Progress guidelines. Those who attend summer school and are successful in meeting the guidelines need to inform the Office of Student Financial Planning that they have done so; they are not required to submit appeals.

Letters of appeal should specifically explain the extenuating circumstances which affected academic performance and whenever possible provide third party documentation. Appeals should also address the course of action which has been taken to correct problems and prevent further disruptions. The committee will meet and review appeals; students will be notified in writing of the committee's decision.

Please note that the financial aid appeals procedure is separate from that of the *academic suspension* appeals procedure through the Office of the Vice President of Academic Affairs. The Office of Student Financial Planning will gladly answer any questions regarding your financial aid appeal.

Please address appeals to:
Financial Aid Appeals Committee
Wingate University, P.O. Box 3001
Wingate, NC 28174

Academic Scholarship Satisfactory Progress Guidelines

Academic scholarship progress for Belk and Trustee scholarship recipients is checked at the end of each semester. At the conclusion of the semester, the Office of Financial Planning will notify the student by mail if the cumulative grade point average is below the minimum. At that point, the student is placed on academic scholarship probation for the next semester. Students will continue to receive their academic scholarship during the probationary semester.

If the minimum cumulative GPA is achieved at the end of the probationary semester, the Office of Financial Planning will renew the academic scholarship for the next semester.

If the minimum cumulative GPA is not achieved at the end of the probationary semester, the Office of Financial Planning may reduce or remove the academic scholarship based on the following:

BELK SCHOLARSHIP: If the GPA is less than 3.000, the award will be reduced by 50%

TRUSTEE SCHOLARSHIP: If the GPA is less than 2.500, the award will be reduced by 50%.

If the academic scholarship is reduced or removed from the student's financial aid package, the student will be eligible to reinstate the original scholarship if his/her cumulative GPA improves to the required minimum cumulative GPA for that scholarship. However, academic scholarships may only be increased back to the original award once. The next time the cumulative GPA falls below the required minimum, the academic scholarship may remain at the lower award until the eligibility expires. **Students who have had their scholarships reduced or removed are responsible for notifying the Financial Planning Office when they have achieved the required GPA for their original scholarship.**

Consumer Information Disclosures

The Higher Education Opportunity Act (HEOA) requires that colleges and universities provide specific disclosures to prospective and current students. These disclosures may be found at http://www.wingate.edu/FinancialAid/default.asp or by contacting the Office of the Registrar.

SCHOLARSHIPS

Fred H. Allen Scholarship Fund

Cheryl and G. Edwin Bagley, Jr. Scholarship Fund

Rev. & Mrs. W.T. Baucom Ministerial Scholarship Fund

Bobby G. Bell Scholarship Fund

Carol Belk Scholarship Fund

Irwin Belk Scholarship Fund

Elease Parker Benton Scholarship Fund

Sanford M. Benton Scholarship Fund

Penelope Parker Biles Scholarship Fund

Emma Hooks Blanton Endowed Scholarship Fund

Rufus L. and Margaret McManus Bivens Scholarship Fund

Gary and Janice Bodford Scholarship Fund

R. Douglas Branch Memorial Athletic Scholarship Fund

Chris and Lisa Bridges School of Pharmacy Endowed Scholarship Fund

Flay Vaughn Brite School of Pharmacy Endowed Scholarship Fund

T.J.W. Broome Memorial Scholarship Fund

Porter B. Byrum Endowed Scholarship Fund

Robert Marshall and Mary McKinnon Caddell Endowed Scholarship Fund

Frances and Harry Cannon Endowed Scholarship

Ralph L. Cannon, Jr. Scholarship Fund

G.W. Carnes Scholarship Fund

Marjorie McKinney Cashion Scholarship Fund

Philip Pak-Fun Chan Memorial Scholarship Fund

Harry and Vann Chaney Scholarship Fund

Ronald W. Christopher Baseball Scholarship Fund

Class of 1988 Scholarship Fund

Class of 1989 Scholarship Fund

Class of 1990 Scholarship Fund

Class of 1992 Scholarship Fund

A.E. Clemmer Scholarship Fund

Dr. G. Byrns and Alice B. Coleman Endowed Scholarship Fund

Bill Connell Memorial Golf Scholarship Fund

Helen and Maurice Cooper Endowed ScholarshipFund

Joseph Preston and Ruby Hunsucker Corey Scholarship Fund

Elizabeth Ann Corts Scholarship Fund

Thomas E. and Marla Haas Corts Scholarship Fund

John Cox Memorial Scholarship Fund

Helen E. Cowsert Excellence in Foreign Language Scholarship Fund

John A. and Nora B. Crook Endowed Scholarship

Dr. William H. Crouch Endowed Scholarship Fund

D.A. and Lana B. Davis Scholarship Fund

Jean S. and J. Brooks Davis Scholarship Fund

Colonel Frank Eugene and Lynn J. Deese Endowed Scholarship Fund

Tom Desio Endowed Scholarship Fund

Julius W. Digh Scholarship Fund

Tom and Sis Dillon Endowed Scholarship Fund

Walter H. Dodd Memorial Scholarship Fund

Herschel "Red" and Mary B. Edwards Scholarship Fund

Jimmy Edwards Scholarship Fund

Wayne F. Edwards Memorial Scholarship Fund

Reverend J. Grady and Bettie G. Faulk Scholarship Fund

First Generation Scholarship Fund

H.B. Fowler Scholarship Fund

Jim and Dolores Furman School of Pharmacy Endowed Scholarship Fund

Samuel and Carolyn Caldwell Gaddy ScholarshipFund

General Endowed Scholarship Fund

Giddye D. Glenn Memorial Scholarship Fund

Lester W. Glenn Memorial Scholarship Fund

Paul Franklin Goodwin Memorial Endowed Scholarship Fund

P.E. Green Scholarship Fund

Allen Griffin Scholarship Fund for Artists

D.T. "Bud" and Evelyn W. Griffin Scholarship Fund

Griffin Family Endowed Scholarship Fund (Griffin Motor Company)

N. Charlie and Mary M. Griffin Endowed Scholarship Fund

Theodore and Beatrice Presson Griffin Scholarship

Verla and Mary Ann Griffin Scholarship Fund

Uel G. Hager Scholarship Fund

Timothy Elvin Hamby Scholarship Fund

E.F. Hamer Memorial Scholarship Fund

Ann Hancock Endowed Athletic Scholarship Fund

Donald B. Haskins Scholarship Fund

Ruth A. Haugan Scholarship Fund

C. Douglas Helms Endowment for the Arts

J. B. Helms Memorial Scholarship Fund

Joel C. Herren Memorial Scholarship Fund

Carl M. "Buck" Hill and Home Savings and Loan of Albemarle Scholarship Fund

J. Dewey Hobbs Endowed Scholarship Fund

Nancy McKinnon Hodges Scholarship Fund

J.E. Hogan Memorial Scholarship Fund

Charles Howard/Autobell Car Wash Scholarship Fund

Charles L. Hunley Scholarship Fund

F. & K. Huntley Scholarship Fund

Margaret Redwine and Fulton Allen Huntley Endowed Scholarship Fund

Gene Huntley Memorial Golf Scholarship Fund

Sandy V. Hutchens, Jr. Scholarship Fund

M. Akers and Violet G. Hutchens Scholarship Fund

Judy F. Hutton Piano Scholarship Fund

Charles E. and Faye C. Isenhour Scholarship Fund

Carl Thomas Jarrell Scholarship Fund

Glenn Phillip Johnson Memorial Scholarship Fund

Ann Marie Kean Scholarship Fund

Major Clyde B. and Julia Schaedel Kendall Scholarship Fund

Mr. and Mrs. Baxter Laney Scholarship Fund

Andrew M. Lang Scholarship Fund

William G. and Mary R. Lawrence Scholarship Fund

Annie Louise Lackey Scholarship Fund

Leon and Sandra Levine Endowed Scholarship Fund

J. S. Liles Endowed Scholarship Fund

Lineberry Leadership Endowment Fund

George and Sabrina Little Scholarship Fund
Marvin and LaVonne Little Scholarship Fund
Henry Wall Little Scholarship Fund
Margaret McCabe Lovejoy Scholarship Fund
Virginia Little Marlow Scholarship Fund
Reverend Ellis L. Marks Scholarship Fund
Mason Endowed Scholarship Fund
Fred A. and Martha N. Mauney Endowed Scholarship Fund
Alma Greene McDonald and Roy L. McDonald Scholarship Fund
Jerry E. and Hannah C. McGee Scholarship Fund
Sam McGee Scholarship Fund
J.C. and Minnie Staton McIntyre Memorial Scholarship Fund
O.W. McManus Ministerial Scholarship Fund
Alton and Goldie McSwain Endowed Scholarship Fund
Danny Miller Endowed Athletic Scholarship Fund
William L. Mills, Jr. Scholarship Fund
Kenneth E. and Jean A. Mitchum Endowed Scholarship Fund
Monroe Optimist Club Scholarship Fund
William Whitaker and Dorothy Moose School of Pharmacy Endowed Scholarship Fund
Sherrill and Peggy Morris Endowed Scholarship Fund
John E. Morgan Endowed Scholarship Fund
Reverend Coy Muckle Memorial Scholarship Fund
Irene Bowie Murrill Endowed Scholarship Fund
Hugh C. Murrill Endowed Scholarship Fund
Myers-Ti Caro Scholarship Fund
John Reid Nesbit Endowed Scholarship Fund
John Nivens, Jr. Memorial Scholarship Fund
Francis T. and Kenneth W. Ott Scholarship Fund
The Twilla Sheppard Otto Scholarship
B.F. Parker-Della Cox Scholarship Fund
Winston Parks, Jr. Memorial Scholarship Fund
Patrick D. and Linda McDonald Philmon Scholarship Fund
Dr. Jerry M. Pierce Scholarship Fund
Lauren Williams Pigg Scholarship Fund
Aaron W. Plyler Scholarship Fund
Nell S. Poplin Memorial Endowed Scholarship Fund
Prentis W. Poplin Scholarship Fund
Muldrew Arthur Powers Scholarship Fund
Ruth S. Prettyman School of Pharmacy Endowed Scholarship Fund
Provident Benevolent Foundation
Lee and Lisa Ragsdale Athletic Endowed Scholarship Fund
Mayneill Redfern Scholarship Fund
Jack and Myrle Renfrow Scholarship Fund
Richmond County Scholarship Fund
Rivers Scholarship Fund
George C. Roughgarden Scholarship Fund
Glenn and Janie Rushing Memorial Scholarship Fund
Harry Sherwood Scholarship Fund
Dan M. Shive Scholarship Fund
Second Century Scholarship Fund
Philip Alexander Short Memorial Scholarship Fund
R.L. and Pearl Cagle Sibley Memorial Scholarship Fund
Bruce and Frances Simpson Endowed Scholarship Fund
Charles Wilson Simpson Scholarship Fund
Byard Smith Endowed Scholarship Fund
S.I. and Sarah W. Smith Endowed Scholarship Fund
Thessa Jimeson Sparks Memorial Endowed Scholarship Fund
James L. and Christine McMillan Spivey Scholarship Fund
Larry Wilson Staley Memorial Scholarship Fund
Stanly County Board of Commissioners Scholarship Fund
Jimmy and Margaret Stegall Scholarship Fund
Rev. Joel Frank Stegall Memorial Scholarship Fund
Roy P. Stegall, Jr. and Vera P. Stegall Scholarship
Paul B. and Mary Frances Stevens Scholarship Fund
Vera Stewart Endowed Scholarship Fund
Estelle Armstrong Stewart Scholarship Fund
Dorothy Dixon Stilwell Memorial Endowed Scholarship Fund
Stout Scholarship Fund
E.S. Summers Scholarship Fund
Sidney A. and Lottie McManus Sutton Scholarship
Taft-Harris Scholarship Fund
J. Titus and Mae Helms Tarleton Memorial Scholarship Fund
Carol Boseman Taylor Endowed Scholarship Fund
Inez Crowder Teague and Charles Houston Teague Scholarship Fund
Lloyd Y. and Georgia Griffin Thayer Scholarship Fund
J.E. Thomas Scholarship Fund
Glenn Youngblood Memorial Endowed Scholarship Fund
Drs. Carolyn C. and Howard A. Thompson Scholarship Fund
Union County Baptist Churches Scholarship Fund
The Honorable George Randolph and Ruth Harrison Uzzell Scholarship Fund
Clarence O. and Barbara H. Vasser Scholarship Fund
Giles Wesley Vick Scholarship Fund
Wade Manufacturing Company Scholarship Fund
Sarah Chapman Walker Scholarship Fund
L.J. Watson Scholarship Fund
Jack G. and Eloise Watts School of Pharmacy Endowed Scholarship
Jack G. and Eloise Harrington Watts and T. Clyde and Elizabeth Faulkner Harrington Scholarship Fund
Samuel K. and Sandra G. Welborn Scholarship Fund
Annie Louise Wiley Memorial Scholarship Fund
Richard Payne Williams Scholarship Fund
Wade Helms Williams Scholarship Fund
Lewis and Frances Wilson Scholarship Fund
Winn-Williams-Kimrey Scholarship Fund
Pickette Williams Memorial Athletic Award
Margaret Wolfe Memorial Scholarship Fund
Walter and Phyllis Woodson Endowed Scholarship
Al and Jo Worley Scholarship Fund
Gordon W. and Martha Yarborough Endowed Scholarship Fund
Leroy W. and Mae Crawford Yates Scholarship Fund
O.L. Yeargins Scholarship Fund
Link and Mildred Yerton Endowed Scholarship Fund

Chapter 4
UNDERGRADUATE DEGREES

University education at its best transforms students through daily participation in active learning under the supervision of highly qualified professors. A bachelor's degree is composed of classes from three areas—the core curriculum, the major, and electives.

THE CORE:

The University Core Curriculum is built around the skills needed to thrive in the 21st century, and it provides the unifying thread that runs through the varied academic pursuits on the campus.

- The Global Perspectives courses are foundations for facing cultural differences in the diverse settings where university graduates live will live and work.
- Refined writing skills are nurtured in the courses which focus on the best writing in multiple fields of study, in tandem with Wingate's Writing Center, which provides daily assistance in integrating writing skills at every level of a student's training.
- Other courses provide opportunities for developing basic skills and cultural perspectives required by the challenges the contemporary world sets before us.

THE MAJOR

Each student chooses a Major area of studies, which provides breadth and depth of skills in a distinct area of focus. Some students choose a major as the gateway to a particular career. For others the major is the foundation for further study in a graduate school. Some students choose a major to pursue their deepest interests and enhanced self-understanding. Within each major students will actively

- develop writing skills appropriate to the area of study,
- learn to use current technology within that field, and
- acquire skills in public speaking through oral presentations and defenses.

Note: When a requirement in the core may be met by one of several courses, certain majors may specify which courses will meet their requirements.

ELECTIVES

Students may choose a second major, or one or two minors, or just design a set of elective courses that will allow them to explore diverse avenues of active learning.

BACHELOR'S DEGREES

Wingate University offers four bachelor's degrees to meet the varied needs of students on the main campus in Wingate. Though similar, they have distinct differences. Some majors allow students to choose one of these degrees based on personal interests and career plans. The Bachelor of Arts includes training in speaking a foreign language, while the Bachelor of Science stresses mathematical and empirical studies. The Bachelor of Fine Arts stresses art production and exhibition, while the Bachelor of Music Education prepares students to be licensed for teaching in public schools.

This core curriculum, featuring "Global Perspectives," contains significant revisions and is intended for students entering the University in Fall 2009 or later. For exceptions and other considerations, see the section entitled "Catalog Year" in Chapter Six.

Bachelor of Arts

Global Perspectives		
Year One	**GPS 110** Global Perspectives in Scripture	**GPS 120** Perspectives in World Cultures
Year Two	**GPS 210** Global Perspectives in Literature	**GPS 220** Global Perspectives in Economics and Political Science
Year Three	**GPS 310** Global Perspectives in Ethics	**GPS 320** Perspectives in Global Histories
Foreign Language Completed through the intermediate level		

University Foundations	
English 110 University Writing and Research	**Wingate 101**
Fine Arts Any art class, theatre arts class, music ensemble, or Music 156, for at least two hours credit (Entry into music ensembles requires an audition.)	**Lyceum** Eight events in each category plus eight electives, for a total of 40 attendance credits • Faith and Character Development • Fine Arts Presentations & Performances • Academic Lectures • Personal and Professional Growth
Laboratory Science One semester in biology, chemistry, or physics Four hours credit	**Mathematics** One semester in Math 116 or higher Three or four hours credit
Physical Education 101 Personal Fitness and Wellness	**Social or Behavioral Science** One semester in Psychology, Sociology, Political Science, Economics, or History Three hours credit
Literature and Writing Choose from English literature courses 200-level or above and other courses specified in the class schedule. Designed for the third year for three hours credit	

NOTE: Students whose native language is not English may satisfy the foreign language requirement by holding a high-school diploma from a school at which the primary language of instruction was not English. Presenting evidence of advanced-level abilities in reading, writing, speaking, and listening would also fulfill the language requirement. Students who demonstrate advanced-level skills in one to three of the four categories may fulfill the requirement by completing any two 300- or 400-level courses offered in that language.

Bachelor of Science

Global Perspectives		
Year One	**GPS 110** Global Perspectives in Scripture	**GPS 120** Perspectives in World Cultures
Year Two	**GPS 210** Global Perspectives in Literature	**GPS 220** Global Perspectives in Economics and Political Science
Year Three	**GPS 310** Global Perspectives in Ethics	**GPS 320** Perspectives in Global Histories
Foreign Language Completed through the elementary level		

University Foundations	
English 110 University Writing and Research	**Wingate 101**
Fine Arts Any art class, theatre arts class, music ensemble, or Music 156, for at least two hours credit (Entry into music ensembles requires an audition.)	**Lyceum** Eight events in each category plus eight electives, for a total of 40 attendance credits • Faith and Character Development • Fine Arts Presentations & Performances • Academic Lectures • Personal and Professional Growth
Laboratory Science and Mathematics • One semester in biology, chemistry, or physics for four hours credit • One semester in Math 116 or higher for three or four hours credit • Two additional courses chosen from these two categories for six to eight hours credit	**Social or Behavioral Science** One semester in Psychology, Sociology, Political Science, Economics, or History Three hours credit
Physical Education 101 Personal Fitness and Wellness	**Literature and Writing** Choose from English literature courses 200-level or above and other courses specified in the class schedule. Designed for the third year for three hours credit

NOTE: Students whose native language is not English may satisfy the foreign language requirement by holding a high-school diploma from a school at which the primary language of instruction was not English. Presenting evidence of advanced-level abilities in reading, writing, speaking, and listening would also fulfill the language requirement. Students who demonstrate advanced-level skills in one to three of the four categories may fulfill the requirement by completing any two 300- or 400-level courses offered in that language.

Bachelor of Fine Arts

Global Perspectives		
Year One	**GPS 110** Global Perspectives in Scripture	**GPS 120** Perspectives in World Cultures
Year Two	**GPS 210** Global Perspectives in Literature	**GPS 220** Global Perspectives in Economics and Political Science
Year Three	**GPS 310** Global Perspectives in Ethics	**GPS 320** Perspectives in Global Histories
Foreign Language Completed through the elementary level		

University Foundations	
English 110 University Writing and Research	**Wingate 101**
Social or Behavioral Science One semester in Psychology, Sociology, Political Science, Economics, or History Three hours credit	**Lyceum** Eight events in each category plus eight electives, for a total of 40 attendance credits • Faith and Character Development • Fine Arts Presentations & Performances • Academic Lectures • Personal and Professional Growth
Laboratory Science One semester in biology, chemistry, or physics Four hours credit	**Mathematics** One semester in Math 116 or higher Three or four hours credit
Physical Education 101 Personal Fitness and Wellness	**Literature and Writing** Choose from English literature courses 200-level or above and other courses specified in the class schedule. Designed for the third year for three hours credit

NOTE: Students whose native language is not English may satisfy the foreign language requirement by holding a high-school diploma from a school at which the primary language of instruction was not English. Presenting evidence of advanced-level abilities in reading, writing, speaking, and listening would also fulfill the language requirement. Students who demonstrate advanced-level skills in one to three of the four categories may fulfill the requirement by completing any two 300- or 400-level courses offered in that language.

Bachelor of Music Education

Global Perspectives		
Year One	**GPS 110** Global Perspectives in Scripture	**GPS 120** Perspectives in World Cultures
Year Two	**GPS 210** Global Perspectives in Literature	**GPS 220** Global Perspectives in Economics and Political Science
Year Three	**GPS 310** Global Perspectives in Ethics	**GPS 320** Perspectives in Global Histories
Foreign Language Completed through the elementary level		

University Foundations	
English 110 University Writing and Research	**Wingate 101**
Psychology 208 or 209 Child or Adolescent Psychology Three hours credit	**Lyceum** Eight events in each category plus eight electives, for a total of 40 attendance credits • Faith and Character Development • Fine Arts Presentations & Performances • Academic Lectures • Personal and Professional Growth
Laboratory Science One semester in biology, chemistry, or physics Four hours credit	**Mathematics** One semester in Math 116 or higher Three or four hours credit
Health 101 Personal and Community Health	**Physical Education 101** Personal Fitness and Wellness
Literature and Writing Choose from English literature courses 200-level or above and other courses specified in the class schedule. Designed for the third year for three hours credit	

NOTE: Students whose native language is not English may satisfy the foreign language requirement by holding a high-school diploma from a school at which the primary language of instruction was not English. Presenting evidence of advanced-level abilities in reading, writing, speaking, and listening would also fulfill the language requirement. Students who demonstrate advanced-level skills in one to three of the four categories may fulfill the requirement by completing any two 300- or 400-level courses offered in that language.

Baccalaureate Majors

Wingate University offers more than 40 majors at the baccalaureate level. Students choose at least one major. Requirements for majors are explained within their respective academic departments (*see Academic Programs, Departments, and Schools*). The courses for a major may include introductory or basic prerequisite courses and higher level courses in the major discipline and/or related disciplines. Some majors permit or require a student to select an area of concentration that allows for more focus on a subdiscipline within the major subject area.

A student may earn more than one major. Should a student pursue a second major, no more than two courses from the primary major can be counted toward the second major(s). A second major does not necessarily entail a second degree. The additional major(s) must be under the same degree program unless permission has been granted to earn more than one degree (*see* ***Additional Bachelor's Degree*** *on page 104*).

In some cases, a student may return to earn another major after having previously graduated (*see* ***Additional Major*** *on page 106*).

Subject Area	*Degree(s)*	*Minor*	*Licensure*
Accounting	BA/BS, MACC	*	
American Studies	BA		
Art	BA, BFA		
Art and Education	BA		*
Athletic Training	BS		
Biology	BA/BS	*	
Biology and Education	BS		*
Business Administration	MBA		
Chemistry	BA/BS	*	
Chemistry Business	BS		
Communication	BA/BS	*	
Areas of Concentration: Journalism/Mass Media, Public Relations, Rhetoric /Performance			
Computer Science	BS	*	
Economics		*	
Educational Leadership	MAEd, EdD.		
Elementary Education	BS, MAEd, MAT		*
English	BA	*	
English and Education	BA		*
Environmental Biology	BA/BS	*	
Finance	BA/BS	*	
History	BA	*	
Human Services	BA/BS	*	
Management	BA/BS	*	
Marketing	BA/BS	*	
Mathematics	BA/BS	*	
Mathematics/Business	BA/BS		
Mathematics-Computer Science	BA/BS		
Mathematics and Education	BS		*

Subject Area	*Degree(s)*	*Minor*	*Licensure*
Middle Grade Education	BA/BS		*
Areas of Emphasis: Language Arts, Mathematics, Science, Social Studies			
Modern Languages	BA		
Music *(Area of emphasis: performance)*	BA	*	
Music Education	BME		*
Parks and Recreation Administration	BS		
Pharmacy	PharmD; MBA/PharmD		
Philosophy	BA	*	
Physical Education	BS, MAEd		*
Physician Assistant	MPAS		
Psychology	BA/BS	*	
Reading/Elementary Education	BS		*
Religious Studies	BA	*	
Social Studies Education	BS		*
Sociology	BA/BS	*	
Spanish	BA	*	
Sport Management	BS, MAEd	*	

Lyceum Series

In keeping with the belief that diversity of experience is essential to a well-rounded education, Wingate University provides varied opportunities for cultural enrichment outside of the classroom. The Lyceum Series includes programs in the four categories listed below, and students are required to attend at least 40 events over the course of their studies as a requirement for graduation, distributed according to the following plan:

Faith and Character Development	8 events
Fine Arts Presentations and Performances	8 events
Academic Lectures	8 events
Personal and Professional Growth	8 events
Electives from any category	8 events
TOTAL	***40 EVENTS***

Electives

The student and advisor should carefully plan for electives that complement the desired major. Electives may be chosen from any course offered by the University provided prerequisites are met. A student should consult with his or her advisor in choosing electives that will meet degree and career objectives. Students may wish to use elective hours to fulfill the specific requirements of a minor. Classes at the 100/200 level are classified as general electives; classes at the 300/400 level are classified as advanced electives.

Minors

To complement a major, students may choose a minor (minimum of 18 semester hours) in one of the below areas. Wingate does not require minors. Minors should be in a different academic discipline than the baccalaureate major. Each department defines minors in each discipline in which a minor may be earned (see *Programs of Study*). The following policies apply:

- No more than two courses counted for a major may also be counted for a minor (except a biology and chemistry combination).
- No more than two courses counted for a minor can count toward another minor.
- Students who wish to pursue a minor should notify the Office of Academic Advising of this intent. The minor will not appear on the student's transcript unless this declaration is made.
- A student who is following the requirements for a major outlined in an earlier catalog may choose a minor from a later catalog. The reverse does not apply. This policy is only applicable in choosing a minor; not a second major.

Possible minors include:

Accounting
Art
Art History
Biology
Broadcast Journalism
Chemistry
Communication
Community Youth Development.
Computer Science
Creative Writing
Economics
English
Environmental Biology
Exercise Science
Family Studies
Finance
History
Human Services
Information Systems
International Studies
Journalism
Legal Studies
Management
Marketing
Mathematics
Media Arts
Music
Philosophy
Prof. and Technical Writing
Psychology
Public Safety Admin.
Religious Studies
Sociology
Spanish
Sport Management
French
Women's Studies

Chapter 5

ACADEMIC PROGRAMS, DEPARTMENTS, AND SCHOOLS

Study Abroad Programs

Council on International Educational Exchange (CIEE)

Through an affiliate agreement with the Council on International Educational Exchange, Wingate University students can choose from semester or summer programs at CIEE study centers located in 35 countries worldwide. CIEE offers a wide range of study areas, from major-specific concentrations to language studies to the liberal arts in general. Students apply to the program through the International Studies Committee by submitting two reference letters, a personal statement, and an analysis of the relevance of CIEE courses to the applicant's degree program. Students must have a minimum 2.75 GPA to apply. Students should contact the Director of International Studies for further information about CIEE programs, the application process, and deadlines.

Danish Institute for Study Abroad (DIS)

Wingate University has a partner relationship with the Danish Institute for Study Abroad (DIS) that allows select students to study in Copenhagen for a semester or summer. Students apply to the program through the International Studies Committee by submitting two reference letters, a personal statement, and an analysis of the relevance of DIS courses to the applicant's degree program. Students must have a minimum 3.0 GPA to apply. DIS offers a general curriculum as well as specialty courses in marine biology, international business, and communications. Students should contact the Director of International Studies for further information about the DIS program, application process, and deadlines.

Hong Kong Baptist University

Wingate University has a direct enrollment agreement with Hong Kong Baptist University (HKBU) that enables several students a year to study in Hong Kong. Students apply to the program through the International Studies Committee by submitting two reference letters, a personal statement, and an analysis of the relevance of HKBU courses to the applicant's degree program. Students are required to have a minimum 2.75 GPA. HKBU offers a full range of courses in English suitable for almost any major. Students should contact the Director of International Studies for further information about HKBU, the application process, and deadlines.

Internships in London

Wingate University offers an Internship-in-London program. Full-time internships and service learning opportunities are available during the semester and for up to 10 weeks in the summer. The Office of Internships has partnered with an organization in London that assists students in finding a placement related to a student's interests and skills. In addition, the organization helps to arrange interviews, supervises interns, reviews intern paperwork, and coordinates accommodations. To complement the experience, students will take a British Life & Culture course concurrently with the internship.

Students may choose from a variety of internship areas, including: Art and Design, Advertising and PR, Business and Finance, Communications/Media, Education, Fashion, Government & Politics, Health Care/Sciences, History, IT/Computing, Law Psychology & Social Services, Sports and Events Management, and Theatre.

W'International Program

Wingate University offers a unique study-tour program called "W'International" that makes an international experience available at minimum expense to all eligible juniors. (See eligibility requirements below.) The program includes a weekly seminar during the fall or spring semester followed by 10 days of travel. The weekly W'International classes include a general orientation to international travel and an in-depth study of the culture and history of the appropriate destination. Students are required to attend all class meetings and a general session. The travel part of the program occurs after Christmas (fall) or after Commencement (spring). The University covers the costs of transportation and lodging, so that a student can participate in W'International at little personal cost. Most seminars have a moderate, non-refundable surcharge due at the beginning of the semester of participation. During the course and on the trip, the student is obligated to follow the professor's instructions and demonstrate a high standard of character and maturity.

Requirements:

- Junior class standing. A student who does not participate during his/her junior year forfeits eligibility. Those students with junior class standing have earned no fewer than 57 credit hours and no more than 86 credit hours at the beginning of the semester of participation. Transfer students who have junior status must have completed one semester as a full-time student.
- A cumulative GPA of 2.0 by the beginning of the semester of participation.
- Students must reconcile any debts to the University before commencement of the tour.
- Students must successfully complete the seminar with a "D" or higher to participate in the travel portion of the course.

Students who pass the seminar and who satisfactorily complete the W'International tour receive two credit hours. Sign-up begins on the first day of junior registration and is on a first-come first-served basis. The University does not guarantee a student's first choice.

Wingate International Grant for Students (WINGS)

The Wingate International Grant for Students program provides funds for semester or shorter term study abroad to qualified students. Grants are competitive and will be based upon a variety of factors, including financial need, academic merit, the strength of an individual's application, and the number of applicants. Qualified students will have a minimum 2.75 cumulative GPA. Please note that some programs will require a minimum 3.0 GPA. WINGS is awarded to undergraduate students. Students must fill out the Free Application for Federal Student Aid (FAFSA) to be considered.

Questions about WINGS, qualified study abroad programs, and study abroad in general should be directed to the Office of International Studies in Alumni Hall.

Honors Programs

University Honors

The University Honors Program is designed to inspire, engage, and challenge the most motivated and intellectually curious students who attend Wingate University. Students will either be nominated for the program by a professor or will self-nominate by February 1 of the year they enter. Interviews will be held with those who accept the nomination, and a special program will launch the new honors group in March. In the first semester of their sophomore year, honors students will choose courses from three different tracks, one a more traditional honors curriculum and the other two more science-based. Cohesion in University Honors will be achieved by students in either track taking a one-hour interdisciplinary honors seminar, doing an honors thesis or project of significant research in their junior and/or senior year, and taking at least three additional Core-linked, in-course, or regular honors courses.

In addition to completing an honors curriculum, students in University Honors will also be encouraged to participate in at least one summer research grant project with a faculty mentor, be invited to become a member of one general and one discipline-specific honors society (e.g. Alpha Chi), and present their research at both Wingate's undergraduate research symposium and at at least one regional or national conference.

Students will work closely with a professor in their majors to design and complete the University Honors project (Honors 451), a substantive study culminating in a thesis paper or major-specific project of appropriate scope and length (this project's requirements are fulfilled through the research components in the biology and chemistry tracks; students in these tracks do not register for Honors 451). Graded projects are submitted for approval to other faculty in the chosen discipline and then forwarded to the Director of Honors who verifies the student's eligibility to graduate with University Honors and sends the official recommendation to the Registrar. A student's thesis must receive an average grade no lower than "B" (3.0 quality points) from its three faculty readers in order to qualify a student for the University Honors designation. Occasionally, students in other majors (history, psychology, modern languages) may fulfill the requirements for Honors 451 through a mandated research project in their major. In these cases, students may appeal to the Director of Honors to have their research certified as meeting the stipulations of Honors 451. Students will still register for Honors 451 and get one hour's credit by meeting periodically with honors and mentoring faculty and other students doing such research and by preparing to present their research at conferences.

Traditional Track

To graduate with University Honors (traditional track), students must take the following 17 credit hours:

- Honors 220 (Interdisciplinary Honors Seminary)—one credit hour
- Honors 451 (Final Research Thesis or project in student's major)—one credit hour
- Five three-credit-hour courses selected from the following (one possible course is four credit hours):
  - Global Perspectives in Literature (sophomore year)
  - Global Perspectives in Economics and Political Science (sophomore year)
  - Perspectives in Global Histories (junior or senior year)
  - Global Perspectives in Ethics (senior year)
  - Honors 210: Mathematical Masterpieces (sophomore or junior year)
  - Honors 205: Ideas in Fine Arts (sophomore or junior year)

- Honors 215: Special Topics (sophomore or junior year)
- Genetics (100 level) with lab or another science course with lab as science faculty decide (sophomore year)
- Honors 300: The Making of the Modern Mind or Honors 315: Special Topics (junior or senior year)
- In-class honors in upper-level major requirement or elective course (junior or senior year)
- Occasionally, honors sections of courses like psychology or sociology might be offered.

Chemistry Track

To graduate with honors as a chemistry major a student must fulfill the following requirements (16 hours total):

- Maintain a 3.5 GPA in all chemistry classes
- Take chemistry 491 & 492 (Senior Research I and II)
- Take three upper level honors classes such as Honors 315, Honors 300, and a Core-linked honors class
- Take one 1 hr honors seminar (P/F)
- Present their research at a national or regional meeting such as SERMACS or NCUR
- Participate in the Wingate University Undergraduate Research Symposium
- Write a publication style paper on their research that is reviewed by two Chemistry faculty

Biology Track

To graduate with honors as a biology major a student must fulfill the following requirements (16 hours total):

- Honors Electives (3 courses/9 credit hours — may include Core or In-Course Honors in Biology) Note: Some ideas for in-course honors include, but are not limited to:
  - Lead class discussion on a topic of particular interest
  - Complete an extra or extended paper or project
  - Complete readings for tutorial sessions
  - Complete a literature review or annotated bibliography
  - Keep an academic journal
  - Interview appropriate professionals
  - Do a challenging lab experiment or observation
  - Create a computer program related to course content
  - Apply the principles of the course through volunteer service
- Honors Seminar (1 course/1 credit hour — taken as Pass/Fail)
- Senior Honors Project (6 credit hours)
  - Biology 443 (3 credit hours)
  - Biology 443 (3 credit hours)
    - Note: Senior project consists of year-long research project with faculty member. Project to be written in manuscript form and presented at the WU research symposium. Professional meeting presentation up to professor's discretion.

Honors Recognition

Students who successfully complete the University Honors program will receive the designation "University Honors" on their transcripts and diplomas, will be recognized at Commencement, and will wear a white cord. In addition, each honors course will carry the designation "H" on transcripts and grade reports no matter whether or not a student completes the entire program.

Departmental Honors

Any student may elect to do departmental honors work in the following fashion. Departmental honors is independent of University Honors.

In-Course Honors

Students with a minimum GPA of 3.00 with no grade below "C" may request permission from professors to earn honors credit in a regular class by submitting proposals for extra work and projects in return for special attention and conferences. Proposals must be approved by the department in which honors work will be done by three weeks after the beginning of a semester and must meet all guidelines of the department. Students who earn honors credit will have it so designated beside the course number on their transcripts and grade reports *(example: GPS 120H)*. Professors may have not more than four students doing in-course honors during a semester without permission from the Vice President for Academic Affairs and the Honors Committee.

Departmental Honors Research

The academically superior student at Wingate University has an opportunity to engage in intensive study in a major field through advanced independent research, experimentation, or creative activity. Listed in the catalog and on student transcripts as Honors Research 449, 450, this study is a two consecutive semester project for which the student earns credit of 2 or 3 hours each semester for a total of 4 or 6 hours credit.

To qualify for admission to Honors Research, a student must have a minimum GPA of 3.00 on all course work and a 3.50 in the major field. An eligible student may register for Honors Research during any regular registration. After the Honors Committee verifies that the student is eligible, the student selects a tentative subject of research and a supervisory professor who is knowledgeable in the chosen field.

In consultation with the supervisory professor, the student designs a proposal in acceptable form outlining the research project and the research tools to be used. This proposal is submitted to the department for preliminary approval. The Honors Committee grants final approval of the proposal.

The student, with direction from the supervisory professor, must complete the project during two semesters. Upon completion of the independent research, the department will evaluate and endorse the project. The approved final draft will then be presented to the Honors Committee for its review.

If the Honors Committee, in consultation with the supervisory professor and department, judges the work to be of superior quality and the student has met all requirements for an honors designation, a recommendation will be made to the Vice President for Academic Affairs that the student receives honors designation in the major and during Commencement. Honors Research judged not to be of superior quality by either the professor, department, or Honors Committee but is judged to be passing will be granted 4 or 6 semester hours of independent study credit in research, but not honors credit.

Departmental Honors Designations

A student may earn honors designations in an academic major by completing one of the following options:

- A minimum of 12 semester hours of honors courses in a specific major, with at least six of the 12 hours in 300-400 level courses.
- A minimum of 12 semester hours of honors courses in a specific major, including five semester hours of Honors Research.

To earn an honors designation, a student must have a minimum GPA of 3.00 on all work and a minimum GPA of 3.50 in all honors work within the major. Honors designations are shown on transcripts, and students who complete an honors program are awarded special recognition during commencement exercises.

Pre-Professional Programs

A variety of undergraduate programs prepare students for further study and professional careers. Recommended majors for each program are listed below:

Pre-Professional Programs	
Pre-Dentistry	Any major *(science recommended) (BA/BS)*
Pre-Engineering	Pre-requisites to transfer to Engineering School *(BS)*
Pre-Law	Liberal Arts major/Legal Studies minor *(BA/BS)*
Pre-Medical	Any major *(science recommended) (BA/BS)*
Pre-Ministerial	Major in Religious Studies *(BA)*
Pre-Pharmacy	Major in Sciences *(BA/BS)*
Pre-Veterinary medicine	Any major *(science recommended) (BA/BS)*

Pre-Engineering

Wingate provides a path for students planning to pursue a bachelor's degree in engineering. This program includes the necessary science, mathematics, economics, humanities, and social science courses. Including the core curriculums, students should complete the following courses for transfer to an accredited engineering program:

Chemistry 101, 102	Principles of Chemistry I, II
Physics 201, 202	Principles of Physics I, II
Math 120, 220, 305	Calculus and Analytical Geometry I, II, III
Math 310	Differential Equations
Economics 221, 222	Microeconomics, Macroeconomics

Additional humanities, social science, fine arts, language, and physical education courses are necessary to complete a full schedule of course work. Pre-Engineering students will work closely with their advisor in selecting the appropriate courses for their field of interest and to fulfill the requirements of the engineering school.

Pre-Health Professions: Pre-Med, Pre-Dental, Pre-Vet

Medical, dental, and veterinary schools specify courses, not specific majors, that are prerequisites for admission to their programs. For example, Pre-Med students may select any major as long as they take the courses required by the medical school they wish to attend. Regardless of which major you select at Wingate University, most medical and dental schools in the U.S. require one year each of Biology, General Chemistry, Organic Chemistry, and Physics. Some specify Calculus. Vet schools may require more: biochemistry, genetics, and microbiology. You should select a major which matches your interests and abilities and one which allows you to complete the necessary biology, chemistry, math, and physics courses. If you choose a major which does not require the essential science and math courses as part of its curriculum, you will need to take them as electives in addition to your major's required courses.

Admission to professional schools is highly competitive and selective. Excellent study skills, self-discipline and motivation, a strong background in math and science, the ability to think, reason, and express ideas clearly are skills essential to successful academic performance. In order to be competitive for admission to professional school, students must attain a very high GPA , 3.7 or better (especially in science courses), and must earn high scores on the MCAT/DAT/VCAT entry test. In addition, students

must have: appropriate volunteer or job experience in their area of career interest; effective communication and interview skills; and strong letters of recommendation from their professors, based upon outstanding academic performance, reputation for excellence and personal integrity, and demonstrated potential to succeed in the professional school curriculum.

Most of the science courses have prerequisites and some courses are not offered every semester. The courses you take (biology, chemistry, and math), the sequence in which you take them, and your performance in them are critical -- failure to complete specific courses at the right time or with satisfactory grades will interfere with your progress towards completing the sequence of science courses needed for professional school. **Each student is responsible for selecting the courses that are needed to meet all entrance requirements specified in the bulletin from the school they wish to attend.**

Pre-Health Professions students should consult the information for the major they plan to pursue for suggested first-semester classes.

Pre-Law

The Pre-Law program at Wingate University is designed to prepare the student for success as a lawyer. No law school requires a particular major as a pre-requisite for admission. Rather, law schools look for evidence of reading and analytical abilities which serve as the primary bases of admissions decisions. For that reason, the Pre-Law program has two emphases, both focused on skill development. First, the Pre-Law student should choose a major based on personal interest. Experience indicates that reading and analytical skills can be developed only if a student is willing to work hard and that a student is willing to work hard only if he or she studies a subject that is interesting. Any major will provide ample opportunity to develop the required skills for law school. Second, the Pre-Law student should complete the Legal Studies minor. This minor includes the specific courses in the Wingate University curriculum that will be the most valuable in preparing for law school.

Admission to law school demands that preparation begin far before formal application for admission. The student planning to become a lawyer is urged to meet with the Pre-Law advisor no later than his or her sophomore year.

Suggested sequence of courses for the Legal Studies minor:

Freshman Year:

- Fall: Philosophy 101 (This course is not part of the Legal Studies Minor, but provides an excellent introduction into the type of reading and analytical skills needed for success in law school.)

Sophomore Year

- Fall: Economics 221 or Legal Studies elective
- Spring: Philosophy 351 or Legal Studies elective

Junior Year

- Fall: English 360 or Legal Studies elective
- Spring English 360 or Legal Studies elective

Senior Year

- Fall: Legal Studies elective
- Spring Legal Studies elective

Pre-Ministerial Education

Students attending Wingate University who are intending to pursue seminary education and a life of ordained ministry in the church or on behalf of the church in other settings are provided a variety of opportunities, within and beyond the classroom. The University's Pre-Ministerial program is jointly administered by the Department of Religion and Philosophy and the Office of the Campus Minister, who serves as an advisor to such students. The undergraduate years can provide a solid foundation for seminary and ministry; they can neither duplicate nor replace seminary education. However, because a sense of call to ministry often flourishes during the college years, we provide opportunities for education and formation in that call. Pre-Ministerial students are encouraged to major in religion in order to receive a solid foundation in the core theological disciplines of Bible, Church History, Theology, and Philosophy. Advanced course-work in the broader liberal arts, including English, History, Sociology, and Psychology can also be helpful, and depending upon the students' particular commitment, a minor or double major in one of these areas may be advised.

Beyond the classroom, Pre-Ministerial students have opportunities to pursue ministry internships, including one for academic credit. Students are also encouraged to take leadership roles in student religious organizations, including the many mission opportunities they provide, and in the University's weekly worship services. The Office of the Campus Minister helps interested students find placements in local congregations for part-time ministry opportunities. Counseling and small group opportunities are also provided to interested students seeking to develop and refine their understanding of their call to ministry.

Pre-Pharmacy

Wingate University School of Pharmacy's mission is to prepare pharmacists who are ready to practice on the day of graduation. Practice experiences are begun in Year-1, with additional experiences included in EACH year of the curriculum. Practice sites for full-time rotations are located in the Carolinas, throughout the greater Charlotte metropolitan area and beyond.

The fully-integrated curriculum is punctuated with small group case studies held weekly during each semester. All class notes are posted on the school's webpage prior to class, and each smart classroom allows for wireless student connectivity. Additionally, instant response software is provided to each student, enabling the student to register opinions, take self-assessment tests and receive instant feedback on themselves as well as the class as a whole. The Pharmacy Practice Laboratory is designed like a community pharmacy, not a chemistry lab. Patient counseling rooms allow for recording practice sessions with simulated and real patients.

Applicants to the School of Pharmacy who have been designated as Wingate University Pre-pharmacy majors for a minimum of two academic years and who have attained a minimum prepharmacy required grade point average of 3.3 and a minimum percentile score on the PCAT of 60 will be granted a School of Pharmacy admission interview. The granting of the interview does not guarantee admission to the School of Pharmacy. Students may apply to the School of Pharmacy during the fall of their sophomore year.

Students who wish to be considered for admission to the Wingate University School of Pharmacy will take a specific sequence of pre-requisite courses and should work closely with a Pre-Pharmacy advisor.

Sequence of courses for the Pre-Pharmacy program:

Fall Semester Freshman year (18 hours)

- Chemistry 101
- Math 120
- English 110
- Global Perspectives 110 or 120
- Non-science pre-requisite (3 hours)
- Wingate 101

Spring Semester Freshmen year (17 hours)

- Chemistry 102
- Biology 150
- Global Perspectives 110 or 120
- Non-science pre-requisite (6 hours)

Fall Semester Sophomore year (17-18 hours)

- Chemistry 201
- Physics 201
- Biology 315
- Global Perspectives 210 or 220
- Non-science pre-requisite (2-3 hours)

Spring Semester Sophomore year (16-17 hours)

- Chemistry 202
- Biology 320
- Global Perspectives 210 or 220
- Non-science pre-requisite (5-6 hours)

Non Science pre-requisites

- Psychology or Sociology
- Math 209
- Communication 101
- Physical Education 101
- Humanities (6 hours) -- Foreign Language, Philosophy, Global Perspectives

Charles A. Cannon College of Arts and Sciences

Dean: H. Donald Merrill

The Charles A. Cannon College of Arts and Sciences represents the Wingate conviction that truth has a unitary character and that our knowledge and understanding of truth can be enhanced through the exploration of ideas in academic disciplines. These basic disciplines are so intertwined both in content and methodology that they frequently overlap in the experience of the learner. The interrelation of arts and sciences has deep roots in the Western intellectual tradition, from the classic formulation between the Greeks and Romans to the modern foundations of learning which emerged in the Enlightenment. One or more of these disciplines have been involved in most of the discoveries of truth about our world and ourselves since the beginning of human civilization.

In the Charles A. Cannon College of Arts and Sciences, Wingate University unites Art, Biology, Chemistry and Physics, Computer Science, English, History, Modern Languages, Mathematics, Music, Psychology, Religion and Philosophy, and Sociology into an administrative unit -- an undergraduate college -- to clarify and strengthen our awareness of educational mission and purpose. While we recognize and value the unique contribution of our individual fields, we have the same quest for truth that we believe will flourish in a collegial community.

The arts and sciences provide rich resources to strengthen our solitary lives as individuals and to solidify our relationships with others in society. In a university environment, these disciplines provide many combinations for individual specialization in academic majors. Advanced study in many of these can become the foundation for professional careers and for lifelong learning.

We urge students to discern the unity and the diversity of truth that this university organization represents. We invite all learners, those with high school diplomas and those with doctorates, to join in a quest for knowledge and meaning which will expand our understanding of truth and will open yet new vistas for future generations.

Department of Art

Professors: Louise S. Napier (Chair), E. Alexander Youngman
Assistant Professors: Marilyn Hartness, Daingerfield Ashton

Goals and Objectives

The Department of Art exists to provide art instruction of high quality to students enrolled in art degree programs and to general University students. The specific objectives of the department are to offer:

- baccalaureate degrees in art that are appropriate to students served
- art appreciation and art history courses as options for the Fine Arts component of the University's core curriculums and elective courses in art for the general student population
- exhibition opportunities for art majors and art students overall
- exhibits, lectures, workshops, and master classes for art students, the campus community, public school art teachers, and the public overall

Degree Program Goals

The Bachelor of Arts in Art curriculum is designed to bring the student to a high level of achievement in art production and exhibition.

The Bachelor of Fine Arts degree is designed to prepare a student for entrance into an art career or for entrance into a Master of Arts or Master of Fine Arts degree program. The BFA is a preprofessional degree with emphasis on studio production in a selected area of concentration. Concentrations offered are Fine Arts: 2D media, Fine Arts: 3D media & Graphic Arts

The Bachelor of Arts in Art and Education curriculum is designed to prepare the student for certification to teach art in public schools, grades K-12.

Art

Bachelor of Arts

Core curriculum 49
Studio Foundations 16
Art 105, 111, 112, 225
Studio Focus 14
Any studio art course except Studio Foundations listed above
10 hours must be at or above 300 level
Art History 12
Art 208, 209, 210 and 6 hours of Art History at or above 300 level
Capstone Series 10
Art 404, 450, 451, & 452
Electives 24
11 hours must be at or above the 300 level

Total hours 125

Bachelor of Fine Arts

Core Curriculum 43
Studio Foundations 16
Art 105, 111, 112, 225
Concentration Core Course 4
One course from Art 202, 215, or 230
Studio Focus 24
Any studio art course except Studio Foundations and Concentration Core course listed above
10 hours must be within a single Concentration
18 hours must be at or above 300 level
Art History 16
Art 208, 209, 210 and 10 hours of Art History at or above 300 level
Capstone Series 10
Art 404, 450, 451, & 452
Electives 18
Total hours 131

BFA Studio Art Concentration Categories		
Graphic Arts	***Fine Arts: 2-D Media***	***Fine Arts: 3-D Media***
Art 230 (required)	Art 202 (required)	Art 215 (required)
Art 225	Art 206*	Art 203
Art 326*	Art 302*	Art 303*
Art 331*	Art 305*	Art 214
Art 332*	Art 340*	Art 314*
Art 333*	Art 341*	Art 320*
Art 340*	Art 309*	Art 309*
Art 341*	Art 308*	Art 305*
Art 305*	Art 225	Art 315*
Art 307*	Art 207	
	Art 307*	

* 2-credit offerings repeatable up to 6 credits
BFA concentrations: BFA students must have a total of 14 hours within a single concentration. (Core course + 10 additional hours chosen from courses listed within their category)

Art and Education

Bachelor of Arts

Program Coordinator: Louise S. Napier

The Art and Education Program is a double major designed to prepare one to teach art to all students in grades K-12. For a listing of program requirements, please see page 94.

Minors

Art History

(For non-art majors only)
Art (18) choose from: Art 110 and any Art History courses.

Art

At least one studio course (4) chosen from: Art 105, 111, or Art 112, 4 credit hours at 300 level or above and 10 hours of other Art courses.

Department of Biology

Professors: E. Lee Hadden, Edward D. Mills (Chair), Patricia W. Plant
Associate Professors: J. Alison Brown, C. Brian Odom

Biology

Bachelor of Arts/Bachelor of Science

The biology curriculum includes the science and mathematics courses typically required for medical, dental, veterinary medicine, and biology graduate programs. Students should choose electives to meet career and educational goals as well as to meet the 34 hours of 300/400-level courses.

	BS/BA
Core Curriculum	42/48
Must include Math 120	
Cell/ Molecular Biology: Biology 150; Biology 305,420,or 424	7-8
Organismal Biology: (Choose 3) Biology 200, 205, 315, 320	12
Seminar: Biology 405	3
Advanced Biology electives	13
Biology 300,305,315,320,330,350,360,401,412,413,415,420,424,430,450,491-493, 442-444	
Chemistry Required Courses	16
Chemistry 101, 102, 201, 202	
Science/Math electives	8
(200 level or above excluding Science 201, 202)	
Math 209	3
General electives	21/15
Exit Exam	0
	Total hours 125

NOTES:

- BIO 150 and 405 are required courses
- One course cannot count in more than one category
- Students may earn a maximum of 5 hours of Independent Study (BIO 442-444) as part of their advanced Biology restrictive electives

Biology (3+1 Program)

Bachelor of Arts/Bachelor of Science

The 3+1 program is designed for students who wish to get both a baccalaureate degree in Biology and a Doctor of Pharmacy. To do so will require taking a structured program entailing a specific sequence of courses each semester. The first three years will require taking courses within the undergraduate curriculum. The final year's requirements will be fulfilled within the School of Pharmacy. For a specific outline of the program, please see an advisor in the Biology Department.

Biology and Education

Bachelor of Science
(Includes Biology Licensure with Chemistry Licensure optional)

The Biology and Education Program is a double major designed to prepare one to teach biology (and chemistry if a student selects this option) at the secondary level to students in grades 9-12. For a listing of program requirements, please see page 94.

Environmental Biology

Bachelor of Arts/Bachelor of Science

The Environmental Biology curriculum is designed to provide opportunities for careers in federal and state government agencies, non-profit groups, corporations, consulting firms, environmental education, and for entry into various graduate programs.

Core Curriculum	41
Must include Math 209, Psychology 101	
Environmental Biology Required Courses	12
Environmental Biology 115, 330, 402, 430	
Biology/Chemistry elective (300 level or above)	3-4
Biology required courses	20
Biology 150, 200, 205, 320, 401	
Chemistry Required Courses	8
Chemistry 101, 102	
Computer Science	3
Computer Science 120	
Advanced science electives	7
Restricted electives	6
Economics 221 or 222; Communication 101	
Advanced electives	10
General electives (CS 104)	15
Exit Exam	0
Total hours	125

Students will choose electives that add skills to help them meet their career goals: communications, sociology, business, chemistry, mathematics, psychology, etc...

Minors

Biology

Eighteen (18) hours of Biology courses (to include Biology 150). At least six (6) hours must be at the 200 level or above.

Environmental Biology

Environmental Biology 115, 330, 430, Biology 200, 401

Reminder - no more than 2 courses counted for a major may also be counted for a minor.

Department of Chemistry and Physics

Professors:	James W. Hall (Chair), J. Michael Gibson
Associate Professor:	Christopher E. Dahm
Assistant Professors:	Kenneth Crook, Heather Voegtle

The Department of Chemistry and Physics offers the following programs:

- B.S. Degree with a Major in Chemistry
- B.A. Degree with a Major in Chemistry
- B.S. Degree with a Major in Chemistry-Business
- Minor in Chemistry

The courses that are offered by the Department are designed to meet the requirements of these four programs as well as provide students with introductory courses to meet the University's Core science requirement. The courses also support a variety of pre-professional studies such as pre-medicine, pre-pharmacy, and pre-engineering.

Chemistry

Bachelor of Arts / Bachelor of Science

The Chemistry Major was begun in 1984 for students who wish to pursue graduate work in chemistry, to continue in a professional program, or to obtain employment in industry. The Chemistry Major is designed along a traditional approach to chemical education and is modeled from the guidelines of the Committee on Professional Training (CPT) of the American Chemical Society (ACS). The difference in the B.S. and B.A. Degree, as defined by the University's core requirements, is the additional language/humanity requirement for the B.A. Degree.

Requirements listed below are for BS degree. The BA degree requires completion of all courses for that degree in addition to those listed below:

Core Curriculum 57
Must include Communication 101; Math 120, 220; Physics 201, 202
Chemistry required courses 41
Chemistry 101, 102, 201, 202, 291,292, 311, 312, 331,332, 413, 450
Chemistry electives 3-4
Choose one from: Chemistry 420, 424, 425, 470
General/Advanced Electives (34 hours of degree total must be 300/400 level) 14
Recommended: Math 305
Exit Exam 0
Total hours 125

Chemistry-Business

Bachelor of Science

The Chemistry-Business Major was begun in 1993 to provide additional preparation in business for students who plan to go directly upon graduation into an industrial chemistry position, into a chemistry laboratory, or into a sales position. The Major provides a strong background in business, management, and marketing that will assist the upward mobility of the student in the corporate structure. The Chemistry-Business Major is an interdisciplinary program that is offered through the Department of Chemistry and Physics and is not accredited by the Association of Collegiate Business Schools and Programs.

Core Curriculum 57
Must include Communication 101; Math 120, 220; Physics 201, 202
Chemistry Required Courses 27
Chemistry 101, 102, 201, 202, 331, 332, 450
Chemistry Elective Course 3-4
Chemistry 413/424/425
Business Required Courses 18
Accounting 253, 254; Business 305; Economics 221, 222; Finance 318
Management Component 6
Management 302; Management 315/416
Marketing Component 6
Marketing 301; Marketing 321/422
General/Advanced Electives (40 hours of degree total must be 300/400 level) 7-8
Exit Exam 0
Total hours 125

Minor

Chemistry

The Chemistry Minor is designed for students in other majors (such as Biology) who may wish to begin their career upon graduation in an industrial chemistry laboratory as a chemical technician or analyst. The following classes are required: Chemistry 101, 102, 201, 202, 331

Department of English

Professors: Robert W. Doak (Chair), Taura S. Napier, Sylvia Little-Sweat, John D. Sykes, Pamela R. Thomas
Associate Professors: Joshua B. Fisher, J. Brooke Mitchell
Assistant Professor: Casey Pratt

English

Bachelor of Arts

Objectives of the two majors:

1) To develop the ability to read a complex text closely, understanding the text's discursive meaning and the significance of its imagery and diction;
2) To gain familiarity with British/American literature from beginnings to the present. Students will come to recognize major authors, genres, and literary trends;
3) To produce convincing critical essays about literature and other subjects using formal English;
4) To achieve knowledge of major critical theories and literary concepts, and
5) To perform independent research and create well-written, documented research papers.

Objectives of English courses in the Core Curriculum:

1) to improve expository writing skills and
2) to analyze literary works, gaining an understanding of the components of and an appreciation of good literature.

Core Curriculum 57
Must include English 203, 210
Required English Courses 24
English 204, 205, 211, 256, 320, 255/360, 420, 430
Advanced English Literature Electives 21
Must be 300 level or above
General/Advanced Electives (40 hours of degree total must be 300/400 level) 23
Exit Exam 0
Total hours 125

English and Education

Bachelor of Arts

Program Coordinator: Casey Pratt

The English and Education Program is a double major designed to prepare one to teach English at the secondary level to students in grades 9-12. For a list of program requirements, please see page 95.

Minors

Creative Writing

The minor in Creative Writing requires a total of (18) hours from the following two areas: Choose (12) hours from English 330, 335, 336, 337, 360; Choose (6) hours from English 305, 310, 340, 350

English

Eighteen (18) hours of English beyond the 100 level

Professional and Technical Writing

Eighteen (18) hours consisting of English 255, 320, 355, 360, 455; CS 104

Department of History

Professors: Robert D. Billinger, Jr. (Chair)
Associate Professors: Abannik O. Hino, Caroline Hoefferle
Assistant Professor: James M. Hastings
Instructor: Louise Gammons

American Studies

Bachelor of Arts

Core Curriculum 54
Must include English 203, Biology 115
Art 406; Political Science 201; Communication 101; Religion 310 12
English 303/403/411 6
History required courses 9
History 201, 202, 425
Advanced History electives 9
General/Advanced Electives (40 hours of degree total must be 300/400 level) 35
Exit Exam 0

Total 125 hours

History

Bachelor of Arts

Core Curriculum 51
U.S. History 12
History 201, 202, 425; 310/311/312/318/390 or 490/410
European History 6
History 403/404; 341/342/390 or 490/403/404/412
World History 12
History 308 (Political Science 308)/ 315/322/324/326/390 or 490/413 (3);
History 308 (Political Science 308)/History 316/317/318/390 or 490 /411/413 (9)
Advanced Studies in History 3
History 475
Social Science Required Courses 12
Four courses required, one of which counts in the Core Curriculum:
Economics 222; Geography 201; Political Science 201; Psychology 101/Sociology 101
Communication 101 3
General/Advanced electives (40 hours of degree total must be 300/400 level) 26
Exit Exam 0
Total hours 125

History 390/490, Special Topics in History, can be counted as U.S. History, European History, or World History depending on the specific topic of the course.

Social Studies Education

Bachelor of Science

Program Coordinator: Beth Murray

For a listing of program requirements, please see listing on page 99.

Minors

History

Eighteen (18) hours are required in addition to the Core Curriculum 200 level or above.

International Studies

English 205; Political Science 308; Religion 326; Economics 415/Geography 201/Communication 340; Electives (6) choose from: History 315/316/317/318/322/324/326/390 or 490(if non-U.S.)/403/404/411/412/413

(Completion of foreign language through the intermediate level is recommended for the minor in international studies.)

Social Science

Eighteen (18) hours that must include one introductory course and one advanced course in three of the following areas: History, Political Science, Psychology and Sociology

Legal Studies (Minor)

The minor in Legal Studies requires at least 18 hours in the following distribution:

Group A (Skills) - At least six hours from the following courses (recommended to be completed by the end of the junior year):

i) Philosophy 351 - Logic
ii) English 360 - Advanced Composition
iii) Economics 221 - Principles of Economics (Micro)

Group B (Legal Studies) - At least 12 hours from the following courses:

i) Sociology 307 - Criminal Justice Structure and Processes
ii) Philosophy 380 - Philosophy of Law
iii) Communication 345 - Mass Media Law and Ethics
iv) Political Science 201 - American Government
v) Business 303, 304 or 305 - One from Business Law I, II, or the Legal Environment of Business
vi) Recreation 404 - Legal Aspects of Sport and Recreation, or Athletic Training 440 - Legal Aspects of Athletic Training (but not both)

Recommended Sequence of Courses:

Sophomore Year:
Fall: Economics 221
Spring: Philosophy 351

Junior Year:
Fall: English 360 and/or 3 hours from Group B.
Spring: English 360 and/or 3 hours from Group B

Senior Year
Fall: 3 hours from Group B.
Spring: 3 hours from Group B

Note for Business Majors - Only six hours of the requirements for your business major may be applied toward a Legal Studies minor. For Management majors, you must choose which six hours you want to count: Economics 221, Philosophy 351, or Business 305. It is recommended for non-management majors that Philosophy 351 be taken as the second Group A course for the Legal Studies minor and for all pre-law Business majors that Philosophy 351 be taken in the sophomore year.

Department of Mathematics and Computer Science

Associate Professors: J. Gregory Bell (Chair), Laora D. Brizendine, Ernie Giangrande, Jr.
Assistant Professors: Kent Palmer, Wayne Tarrant
Instructor: Sandra R. Mills

Computer Science

Bachelor of Arts / Bachelor of Science

	BA/BS
Core Curriculum	52/50
Must include Math 120 for BA, Math 120, 220 for BS	
Computer Science required courses	36
Computer Science 120, 220, 270, 302, 320, 325, 335, 416, 430, 440, 460	
Mathematics Requirements	10/6
Math 220, 242, 308	
Advanced elective in Mathematics, CS 331, or CS 490	3
Communication 101	3
General/Advanced Electives (40 hours of degree total must be 300/400 level)	21/27
Exit Exam	0
Total hours:	125

Note: The student should be aware that earning the extra requirements to attain the Bachelor of Arts degree will probably require attending summer school.

Mathematics/Business

Bachelor of Arts / Bachelor of Science

	BA/BS
Core Curriculum	52/50
Must include Math 120, Economics 221, BS must add Math 220	
Accounting required courses	6
Accounting 253, 254	
Accounting elective (300 level or above)	3
Business required courses	15
Business 305, 323, 405, 417; Finance 318; Management 302; Marketing 301	
Computer Science elective (CS 120 or above)	3
Economics required courses	9
Economics 222, 321, 322	
Mathematics required courses	13/9
Math 220, 242, 308, 330	
Mathematics elective (300 level or above)	3
Communication 101	3
General/Advanced Electives (40 hours of degree total must be 300/400 level)	18/24
Exit Exam	0
Total hours	125

Mathematics

Bachelor of Arts/Bachelor of Science

	BA/BS
Core Curriculum	52/50
Must include Math 120 for BA; Math 120, 220 for BS	
Mathematics required courses	23/19
Math 220, 242, 305, 308, 330, 400, 410	
Advanced Mathematics electives	9
Computer Science elective	3
Must be a programming language (Recommended: CS 120)	
Communication 101	3
Advanced electives	12
General/Advanced Electives (40 hours of degree total must be 300/400 level)	23/29
Exit Exam	0
	Total hours 125

Mathematics and Education

Bachelor of Science

Program Coordinator: Sandi Mills

The Mathematics and Education Program is a double major designed to prepare one to teach mathematics at the secondary level to students in grades 9-12.
For a listing of program requirements, please see page 96.

Mathematics-Computer Science

Bachelor of Arts/Bachelor of Science

	BA/BS
Core Curriculum	52/50
Must include Math 120 for BA, Math 120, 220 for BS	
Computer Science required courses	24
CS 120, 220, 270, 320, 325, 335, 440, 460	
Mathematics required courses	23/19
Math 220, 242, 305, 308, 330, 400, 410	
Advanced Math or Computer Science electives	6
Communication 101	3
General/Advanced Electives (40 hours of degree total must be 300/400 level)	17/23
Exit Exam	0
	Total hours 125

Minors

Computer Science

(18) CS 120, 220, 270, 320, 325, 335; (3) 300-400 level Computer Science elective courses.

Information Systems

(18) CS 110, 120, 220, 270, 325, 331; (3) CS 302/330

Mathematics

(18) Math courses numbered 120 or above, exclusive of methods courses

Department of Modern Languages

Associate Professors: Ann G. Moncayo, Mark W. Schuhl (Chair), Zhaoding Yang

Modern Languages

Bachelor of Arts

Core Curriculum 51
Required Courses in one Language 12
French 304 or Spanish 304, French 310 or Spanish 310, Spanish 320 or 330, Spanish 401 or 402, or French 401 and French 402
Other Required Courses. 12
MLAN 410, English 430; History 316/317/318/403/404/411/412/413, MLAN 430 (Senior Thesis)
Electives 15
Spanish 304/305/310/320/330/340/350/401/402/410/415, French 304/401/401/402/375 (6 hours maximum at the 200 level of the secondary language)
General/Advanced Electives (40 hours of degree total must be 300/400 level) 35
Recommended: Sociology 340
Exit Exam 0
Total hours 125

Spanish

Bachelor of Arts

Core Curriculum 51
Required Spanish Courses 21
Spanish 304 ("B" or higher), 310, 320 or 330, 350, 401 or 402, 415, 430
Restricted Spanish Electives 12
Spanish 305/320/330/340/401/402/410
Communication 101 3
History 316/317/318/390 (Mexico)/411/413 3
General/Advanced Electives (40 hours of degree total must be 300/400 level) 35
Exit Exam 0
Total hours 125

Minors

French

Any nine (9) hours of French courses (300 level or above). Students must successfully complete French through the intermediate level or the equivalent before taking courses for this minor.

Spanish

Any nine (9) hours of Spanish courses (300 level or above). Students must successfully complete Spanish through the intermediate level or the equivalent before taking courses for this minor. Students must make a "B" or high in Spanish 304 in order to receive a minor in Spanish.

Department of Music

Professors:	John T. Blizzard, Ronald D. Bostic (Chair)
Associate Professor:	Jessie W. Martin
Assistant Professors:	Dawn Perry, Kenney Potter
Instructors:	Polly T. Bostic, Melinda Lein

Goals and Objectives

The Department of Music exists to provide music instruction of high quality to students enrolled in music degree programs and to general university students. The specific objectives of the department are to offer:

- baccalaureate degrees in music which are appropriate to the students served;
- music survey courses as options for the fine arts component of the University's core curriculum;
- elective courses in music for the general student population;
- performance opportunities in instrumental and vocal ensembles for all students;
- concerts, recitals, and master classes for music students, the campus community, and the public.

Degree Program Goals

The Bachelor of Music Education curriculum is designed to prepare the student for licensure to teach in the areas of choral, instrumental and/or general music in the public schools, grades K-12.

The Bachelor of Arts in Music is designed for the study of music within a liberal arts curriculum. Students may pursue an emphasis in performance. When course sequences are structured carefully, students in this degree program can fulfill requirements in music and in another discipline to attain a double major.

Requirements for Music Majors

Admittance Procedure for Music Majors

- Admittance to the University.
- Audition to gain approval to proceed with a degree program in the Department of Music. The audition process has three components:
    1) Performance—consisting of material outlined in Wingate University Department of Music: Auditions;
    2) Interview with music faculty; and
    3) Placement—written theory, aural theory, keyboard. (The theory placement exam includes the fundamentals of notation [pitch and rhythm], tonality, scales, intervals, and triad structures.)

Performance Study Examinations Each music student enrolled in principal applied study will have a performance study examination at the end of each semester. Guidelines are available in the department office.

Recital Performance Requirements All students in Principal Performance Study perform in student recitals each semester, once for one hour's credit or twice for two hour's credit. All students pursuing the BA in Music must complete a sophomore recital (Music 220). Performance Emphasis students give a sophomore, junior, and a senior recital (Music 220, 320, 420). Students in the Bachelor of Music Education

program give a junior recital (Music 320).

Recital Attendance Requirement Students pursuing music degrees at Wingate University are expected to attend recitals and concerts presented on campus. For specific attendance requirements for each program of study, see the description of the course, Recital and Concert Lab, Music 125. . . 426.

Elective Music Courses For students studying other academic fields, electives in music are offered. Chamber Choir, University Singers, Stadium Band, University Wind Ensemble, Jazz Ensemble, Chamber Ensemble, and Wingate Chorale give all students the opportunity to participate in performance ensembles. Other elective courses in music for the general student population include individual performance study in voice and various instruments.

Music

Bachelor of Arts

Core curriculum 52
Must include Music 357
Musicianship 24
Music 217, 218, 238, 239, 317, 318, 338, 339, 343, 356, 358
Recital and Concert Lab (eight semesters)
Musical Performance 12
Ensemble (four semesters) 103/107/108/109/113/114/119/140 (4)
Principal and/or secondary performance study (including 4 hours of piano) (8)
Music 220 (0)
Art course 2
General/Advanced Electives (40 hours of degree total must be 300/400 level) 35
Exit Exam 0
Total hours 125

Emphasis in Performance

Courses listed below meet general/advanced electives for Bachelor of Arts in Music

Musical Performance 21
Principal Performance Study (8 hours)--Music 162, 262 [*Four of the eight hours are included within Musical Performance/Advanced Electives*]
Principal Performance Study (8 hours)--Music 362, 462
Ensemble (4 semesters) 303/307/308/309/313/314/319/340
Diction, Accompanying, or Chamber Ensemble
Music 299 (Piano Proficiency)
Music 220, 320, 420 (Sophomore, Junior, and Senior Recitals)
Music 471 (Performance Literature/Pedagogy)

Total hours 125

Music Education

Bachelor of Music Education

Program Coordinator: Kenney Potter

For a listing of program requirements, please see page 97.

Minor

Music 217, 218, 238, 239, 357; Keyboard (2); Music elective (3); Ensemble (2)

Department of Psychology

Professor: H. Donald Merrill
Associate Professors: James H. Cauble, Jay Wilder (Chair)
Assistant Professors: Maria Carla Chiarella, Kelly Trindel

Psychology

Bachelor of Arts / Bachelor of Science

Core Curriculum 51
Must include Biology 120, Sociology 101, Math 209
Psychology Required Courses 12
Psychology 101, 206, 406, 332
Psychology electives 27
Developmental Psychology (9): 208/209/311/425
Counseling/Clinical Psychology (9): 315/322/407/408
Experimental/Applied Psychology (9): 321/335/420/435
General/Advanced Electives (40 hours of degree total must be 300/400 level) 35

Exit Exam 0
Total hours 125

Minors

Family Studies

Psychology 208, 209; Sociology 204, 402; Electives (6) (choose from Psychology 319/311, Sociology 304/330/335

Public Safety Administration

Computer Science 330; Human Services 321; Management 313; Political Science 201; Psychology 206; Sociology 335

Psychology

Eighteen (18) hours to include:
(3) Psychology 101; (3) Developmental Psychology: 208/209/311/321; (3) Counseling/Clinical Psychology: 315/322/407/408; (3) Experimental/Applied Psychology: 435/335/420/321; (6) Psychology electives 300 level or above

Department of Religion and Philosophy

Professors: G. Edwin Bagley, Jr., G. Byrns Coleman (Chair)
Associate Professors: Robert W. Prevost, Mark R. Roncace
Assistant Professor: Heather P. McDivitt

Philosophy

Bachelor of Arts

Core Curriculum 54
Must include Communication 101
Philosophy 27
Choose from: 101/203/204/301/302/351/360/370/380/405; up to six (6) hours may be chosen from the following: English 430/Psychology 332/Religion 326/Sociology 375
Philosophy 450 3
Electives (may include a minor or a second major) 41
Exit Exam 0

Total hours 125

Religious Studies

Bachelor of Arts

Core Curriculum 54
Must include Communication 101
Biblical Studies 6
Choose from: Religion 202/305/306/307/316/416/420/430
Historical Studies 3
Choose from: Religion 310/326/341/342
Theological Studies 3
Choose from: Religion 208/211/215/301/330/331/360/450
Philosophical Studies 3
Choose from: Philosophy 101/203/204/301/302/360/370/380/450
Religion/Philosophy electives (must be at the 300 level or above) 12
Religion 490 3
General/Advanced Electives (40 hours of degree total must be 300/400 level) 41
Exit Exam 0
Total hours 125

Note: At least 21 hours of the 30 hours for the major must be at the 300 level or above

Minors

Philosophy

Eighteen (18) hours, including at least twelve (12) hours of philosophy courses, which may be supplemented with up to six (6) hours chosen from the following: English 430, Psychology 332, Religion 326, Sociology 375.

Religious Studies

Eighteen (18) hours of 200 level or above courses from at least two of the four areas listed in the Religious Studies major (Biblical, Historical, Theological, and Philosophical Studies).

Department of Sociology

Professor: Nancy H. Randall
Associate Professors: Aaron B. Culley, Sue Pauley (Chair)

Human Services

Bachelor of Arts / Bachelor of Science

Core Curriculum 51
Must include Math 209
Core Required Courses 16
Human Services 321, 411; Psychology 101, 206; Sociology 101
Psychology/Sociology Electives 24
Individual/Family Development (9) Psychology 208/209/311/Sociology 204/304/402
Clinical/Deviance (9) Psychology 315/322/407/Sociology 301
Cultural Diversity (6) Sociology 305/330/335
General/Advanced Electives (40 hours of degree total must be 300/400 level) 34
Exit Exam 0
Total hours 125

Sociology

Bachelor of Arts / Bachelor of Science

Core Curriculum 51
Must include Math 209
Sociology Required Courses 12
Sociology 101, 206, 375, 440
Sociology Elective Courses 24
Choose two in each division:
Cultural Diversity and Inequality: Sociology 305, 330, 335, 360
Family: Sociology 204, 205, 304, 402
Social Issues: Sociology 102, 301, 307, 316
Electives: Choose two additional course from above electives
General/Advanced Electives (40 hours of degree total must be 300/400 level) 38
Exit Exam 0
Total hours 125

Minors

Family Studies

Psychology 208, 209; Sociology 204, 402; Electives (6) (choose from Psychology 311/319, Sociology 304/330/335

Human Services

Human Services 321, 411; Psychology 202, 322; Sociology 330; Elective (3) chosen from Psychology 208/209/311/Sociology 102/330/335/402

Sociology

Eighteen (18) hours of sociology courses.

Women's Studies Program

(Minor)

Professors: Martha S. Asti, Louise S. Napier, Nancy H. Randall, Pamela R. Thomas
Associate Professors: Sue Pauley, Caroline Hoefferle (Chair)

Eighteen (18) hours chosen from: Women's Studies 201, 204, 205, 304, 312, 315, 316, 340, 402, 403

School of Business

Dean:	Joseph M. Graham
Professors:	Barry P. Cuffe, Thomas B. Crawford Jr., Joseph M. Graham
Associate Professors:	Ellis A. Hayes, Lisa A. Schwartz, Jeffrey W. von Freymann
Assistant Professors:	Nancy L. Bush, Peter M. Frank, Harold D. Harlow Jr., Kristin F. Stowe, Robert R. Threatt

Department Coordinators

Accounting and Finance:	Joseph M. Graham
Management and Marketing:	Barry P. Cuffe

Mission Statement of the School of Business

The mission of the Wingate University School of Business is to deliver nationally accredited bachelors and masters degree programs in business. Accordingly, the School of Business has the following objectives:

- To develop and deliver a curriculum and to set educational standards consistent with those of a national accrediting body in business administration;
- To attract and retain faculty able to foster the mission of the University and the School and who will value teaching, applied scholarship, and professional experience;
- To encourage students to pursue academic and professional excellence;
- To provide opportunities for engagement with ethical issues, involvement with cultural events,
- and encountering of a global perspective.

Bachelor of Arts or Bachelor of Science degrees are offered in Accounting, Finance, Management, and Marketing. Bachelor of Science degree candidates will meet their requirements through additional intermediate level core curriculum requirements in mathematics and/or laboratory science. Bachelor of Arts degree candidates will meet their requirements through additional intermediate level core curriculum requirements in foreign language.

Graduate degrees offered are a Master of Business Administration (MBA) and a Master of Accounting (MACC). The MBA is designed to offer working professionals the advanced training necessary to prepare them for top management positions. The MACC is designed to prepare students for the Uniform Certified Public Accountant examination (CPA exam) and to satisfy the 150 hour requirement for licensing as a CPA. Qualified students may apply to be admitted to the MACC program immediately after receiving a bachelor's degree. For further details about either program, consult the appropriate Graduate Catalog or turn to the Graduate Studies chapter in this catalog.

All business school majors are required to pass an exit examination in their major in the last academic semester before graduation.

All majors in the School of Business must complete a minimum of 125 credit hours to graduate, including the following requirements:

Core Curriculum (including B.A. or B.S. requirements) 51-53
Must include Math 117 or 120, Economics 221
Business School core required courses 30
Accounting 253, 254; Business 305, 308, 323, 417;
Economics 222; Finance 318; Management 302; Marketing 301
Computer Science 110 3
Exit Exam 0

Students must choose to pursue either a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree.

The Bachelor of Arts Degree requires the following additional courses:
(6) Foreign Language through the intermediate level

The Bachelor of Science requires the following additional courses:
(6-8) Math/Science (Math must be 116 or above)

Accounting

Bachelor of Arts/Bachelor of Science

In addition to the core curriculum and business core requirements, a major in accounting requires the following:

Accounting 21
Accounting 313, 314, 325, 330, 421, 427, 431
General electives 18-20

Finance

Bachelor of Arts/Bachelor of Science

In addition to the core curriculum and business core requirements, a major in finance requires the following:

Accounting 300 or 400 level 6
Economics 300 or 400 level 6
Finance 321, 414, 418, 420 12
Advanced Business Elective 3
General Electives 12-14

Management

Bachelor of Arts/Bachelor of Science

In addition to the core curriculum and business core requirements, a major in management requires the following:

Business 405 3
Computer Science 330 3
Management 306, 313, 315, 416 12
English 360 3
Philosophy 351 3
Advanced Business Elective 3
Any 300 or 400 level course in the School of Business
General Electives 13-15

Marketing

Bachelor of Arts/Bachelor of Science

In addition to the core curriculum and business core requirements, a major in marketing requires the following:

Business 405	3
Communication 101	3
Management 306	3
Marketing 341, 422, 464, 486	12
Marketing 411 (Special Topics)	3
General Electives	15-17

Marketing majors are encouraged to consider a minor in Management, International Studies, Public Relations, Finance, or another complementary area.

Minors

Currently available in the following areas: Accounting, Economics, Finance, Management, and Marketing.

(Business majors)
No more than two courses, which are already required in the major/emphasis may be counted toward the minor. No more than two courses, which are already required in the minor/emphasis may be counted toward a second minor.

(Non-Business majors)
Required to take prerequisite principles courses to meet the requirements for a minor. However, course prerequisites and sequences may be waived by permission.

The specific requirements for minors are as follows:

Accounting

Required: (9) Accounting 253, 254, 313
Electives: (9) choose from any 300 or 400 level Accounting courses

Economics

Required: (18) Economics 221, 222, 321, 322, and any two courses (6) in Economics

Finance

Required: (15) Finance 318, 321, 414, 418, 420
Elective: (3) choose from any 300 or 400 level Accounting or Economics course

Management

Required: (12) Management 302, 306, 313, 416
Electives: (6) Choose from 300 or 400 level Business (BUS) or Management (MGMT) courses

Marketing

Required: (18) Marketing 301, 341, 422, 464, 486, and 3 credits in 411 (Special Topics)

School of Communication

Dean: **John H. Patton**
Associate Professors: Keith L. Cannon, James T. Coon, John H. Patton
Assistant Professors: Larry W. Coleman, Barbara W. Pann, Kara Presnell

Mission

The primary goal of the School is to enable students to become knowledgeable and effective communicators in a variety of contexts from interpersonal to mass mediated. Our aim is to develop educated and productive citizens who will lead lives of significance in the global community. Our courses challenge students to critically examine the processes, strategies and results of diverse forms of communication. We provide a blend of conceptual and theoretical knowledge about how communication occurs, or fails to occur, with practical application of communication principles in speaking and writing. In addition to regular courses, this is accomplished through selective placement in internships in public relations, journalism and mass media which supplement classroom experiences.

Goals and Objectives

- To demonstrate effective writing skills for mediated communication
- To create and utilize effective visual messages
- To effectively deliver oral presentations in a variety of contexts from interpersonal relationships to mass mediated situations
- To critically analyze and evaluate messages from diverse sources
- To utilize global perspectives of communication in the creation of messages for an international audience
- To understand and evaluate ethical issues in the communication process

Core Curriculum 51-53
Must include Math 209
Communication Core 24
Communication 101, 201, 250, 301, 320, 340, 410;
Choose one of the following: Communication 415 or 450 or 465
Advanced electives (includes area of concentration) 30
General electives 20
Exit Exam 0
Total hours 125

In addition to completing the "Requirements for Majors" listed above, each Communication Studies major must complete an area of concentration below.

Areas of Concentration

Journalism and Mass Media

Select eight courses (21-26 hours), must include required courses designated by an asterisk (*): Communication 335, 345*, 355*, 405*, 420, 425, 435, 445*; Art 115, 225, 230, 331, 332; English 256

Public Relations

Select eight courses (21-25 hours), must include required courses designated by an asterisk (*): Communication 310*, 315*, 345*, 355*, 420; Marketing 301, 422; Art 115, 225, 230, 331; English 255, 256

Rhetoric and Performance

Select eight courses (24 hours), must include required courses designated by an asterisk (*): Communication 335*, 350*, 415*, 420, 440, 450*, 460, 465, 470, 475

Minors

Communication

Eighteen (18) hours of courses offered within the School of Communication. Nine (9) of those hours must be in courses at the 300-level or above.

Broadcast Journalism

Required (13): Communication 250, 320, 325, 400
Electives (6): Communication 101, 201, 210, 420, 440

Lloyd and Georgia Thayer School of Education

Dean:	Sarah Harrison-Burns
Professor:	Sarah Harrison-Burns
Associate Professor:	Carolyn Nave
Assistant Professors:	Rebekah Kelleher, Donal Mulcahy, Beth Murray

Department Coordinators

- Elementary Education: Rebekah Kelleher
- Middle Grade Education: TBA
- Reading: Carolyn Nave
- Secondary Education: Beth L. Murray
  - English and Education: Casey Pratt
  - Biology and Chemistry Education: TBA
  - Mathematics and Education: Laora Brizendine
  - Social Studies Education: Beth L. Murray
- Special Subjects (K-12): TBA
  - Art and Education: Louise Napier
  - Music Education: Kenney Potter
  - Physical Education: Dan McLaughlin
  - Reading Education: Carolyn Nave
  - Academically-Gifted Education: Sarah Harrison-Burns

The Thayer School of Education Teacher Education Program offers nine majors and 12 licensure areas:

Elementary Education (K-6)
Middle Grade Education (6-9)
- Language Arts
- Social Studies
- Mathematics
- Science

Biology and Chemistry Education (9-12)
English and Education (9-12)
Mathematics and Education (9-12)
Social Studies Education (9-12)
Art and Education (K-12)
Music Education (K-12)
Reading (K-12)/Elementary Education
Physical Education (K-12)
AIG Education (Add-on Licensure)

The Wingate University Teacher Education Program is designed to meet the North Carolina Competencies and Guidelines for Approved Teacher Education Programs. The professional education programs at Wingate University are guided by the conceptual framework of The Effective Facilitator of Learning (see appendix). This conceptual framework is consistent with the mission of Wingate University and with the motto of "Faith, Knowledge, Service." Wingate University's Teacher Education Programs are conceived in the context of a well-rounded liberal arts education and integrated with the principles of a Christian institution. Courses are as follows:

The Liberal Arts Foundation courses:

- Composition and literature
- Fine Arts
- Foreign Language
- Social and Behavioral Sciences
- Biological and Physical Sciences
- Mathematics
- Health and Physical Education

*The **Ethics Component** courses:*

- Religion and ethical studies
- Professional ethics in foundation courses and methods courses and student teaching

*The **Professional Knowledge** courses:*

- Psychology
- Foundations of Education
- Curriculum and Instruction
- Pedagogy

***Applied Teaching** opportunities are gained through:*

- Required field experiences
- An intense semester of student teaching

*Teaching experiences enable teacher to make **Creative and Informed Decisions** as they:*

- Design lesson plans
- Implement lesson plans
- Assess well-defined lesson plans while developing the flexibility to meet diverse classroom challenges

*The **Service** component joins knowledge with action through outreach opportunities such as:*

- those provided by the freshman course, Wingate 101 and professional, social, academic, and service organizations and activities

The Teacher Education Program components provide the framework for the student to become an ***Effective Facilitator of Learning.***

An Effective Facilitator of Learning is one who applies content and skills to design curriculum and create an effective learning environment guided by research and reflection. The goals of the conceptual framework are for the student to develop:

- A broad knowledge and understanding of the liberal arts, including language, literature, religion, fine arts, history and the social/behavioral sciences, world awareness, mathematics and the natural sciences, and physical fitness
- Moral, spiritual and ethical concerns of life and culture in America and internationally and demonstrate the abilities to practice these values and ethics through thoughtful decision-making
- A broad and in-depth knowledge and understanding of the subject area(s) to be taught
- A knowledge and understanding of the historic and philosophical foundations of education, curriculum and instruction, theories of learning and child/ adolescent growth and development, characteristics and needs of the special child, effective teacher behaviors and adaptive planning, instruction, and evaluation through a supervised fifteen-week student teaching experience appropriate to the level of licensure.

Three areas of study comprise each program: Core Curriculum, Professional Studies, and Specialty Studies. These components allow the student to develop an understanding and appreciation of the liberal arts, the specific field of education, and the area of specialization.

***Note:** In the event that provisions of the Teacher Education Program are modified as a result of mandated changes by the North Carolina Department of Public Instruction, students will be required to meet the revised requirements even if not stated in this catalog.*

Title II Institutional Report Card

Please refer to the Title II Institutional Report Card in the appendix.

Entrance Requirements for the Teacher Education Program

Degree-Seeking Students

Students may be admitted to the Teacher Education Program upon satisfying the following requirements and being approved by the Teacher Education Committee.

The student must:

- Submit a formal application to the Teacher Education Committee the semester that he or she is scheduled to complete 45 semester hours. A brief autobiography is required. A photograph is optional.
- Have a cumulative GPA of at least 2.50 at the time of application. A minimum 2.50 is required each semester until graduation to maintain an active status in the program.
- Have passed at least one course in education at Wingate University and must have a minimum of 10 – 12 clock hours of successful field experience in an elementary, middle, or secondary public school setting.
- Successfully meet the minimum score requirements of the PRAXIS I, SAT or ACT tests. Candidates must have passed the PRAXIS I or be exempt before being formally accepted into the program. Please see an education professor for further information regarding minimum scores.
- Have a minimum grade of "C" in English 110 and 102.
- Elementary Education applicants must have a minimum grade of "C" in Math 118 and 119.
- Provide three (3) references from Wingate University professors. One recommendation must come from a professor in education.
- Be interviewed by at least one education professor.

The Teacher Education Committee reserves the right to deny admission or continuance in the program to any student who has displayed deficiencies in the following areas:

- academic performance
- sense of responsibility
- interpersonal and communication skills
- moral standards

Exceptions to the above policies may be recommended by the Dean of the Thayer School of Education and approved by the Teacher Education Committee.

Licensure-Only Students

Students holding baccalaureate degrees who wish to seek initial licensure must be admitted to the Teacher Education Program before being allowed to student teach and before being recommended for licensure. A student may be admitted to the Teacher Education Program upon satisfying the following requirements and being approved by the Teacher Education Committee.

The student must:

- Submit a formal application to the Teacher Education Committee after completion of 12 semester hours at Wingate University. A brief autobiography is required.

- Have a cumulative GPA of at least 2.50 on post-baccalaureate coursework taken at Wingate University at the time of application and the student must maintain a 2.50 through student teaching.
- Have passed at least one course in education at Wingate University and must have a minimum of 10-12 clock hours of successful field experience in an elementary, middle, or secondary public school setting. The field experiences must be an evaluated part of an education course taken at Wingate University.
- Successfully meet the minimum score requirements of the PRAXIS I series tests.
- Have a minimum of "C" in English 110 and 102 or equivalent.
- Elementary Education applicants must have a minimum grade of "C" in Math 118 and 119.
- Provide three references.
- Be interviewed by at least one education professor.

The Teacher Education Committee reserves the right to deny admission or continuance in the program to any student who has displayed deficiencies in the following areas:

- academic performance
- sense of responsibility
- interpersonal and communication skills
- moral standards

Exceptions to the above policies may be recommended by the Dean of the Thayer School of Education and approved by the Teacher Education Committee. Program requirements for the student seeking only initial licensure will be determined by review of the student's transcript(s) by the Dean of the Thayer School of Education.

One or two letters of recommendation from any source other than University professors may be included in the student's file at the student's request. These are in addition to the three recommendations that are required from university professors.

All requirements in Professional Studies, the Specialty Studies, Human Communication and Health must be met. In addition, the student may be required to take certain Core Curriculum as preparation for the Praxis Series tests. The Dean of the Thayer School of Education reserves the right to require a student to retake an education course at Wingate University.

Note: Lateral entry students must meet the same admission criteria as initial licensure students.

Adding an Area of Licensure

A student wishing to add another area of licensure to a current or expired license will be required to meet:

- All requirements for the Specialty Studies.
- All requirements for the Professional Studies. Student Teaching will be required if the additional area of licensure is significantly different from the initial area of licensure as determined by the Dean of the Thayer School of Education.
- The minimum score on the Praxis Area Test(s).

Progression in the Teacher Education Program

The 50% Rule

The North Carolina Quality Assurance Program limits the progression of undergraduate candidates in teacher education programs to introductory courses only. The Thayer School of Education limits this to no more than one-half of the total professional studies core courses, exclusive of student teaching, until formal admission requirements have been satisfied. The State Department of Public Instruction prohibits any student's continuation in a program beyond the junior year, regardless of the 50% rule.

A student must satisfy all conditions for full admission no later than the end of the first semester following that in which initial application was made. This must be done no later than the junior year.

Student Teaching

Typically, a student must have completed all program requirements in a satisfactory manner before student teaching begins. Under certain conditions, a student may complete one semester in his or her program following student teaching. See your advisor for specific information.

A student must have a cumulative GPA of at least 2.50 and at least a 2.50 in the specialty area(s) to student teach. The specialty area consists of the Professional Studies Core and the Specialty Studies Core. Other courses required for teacher education include health, psychology, and human communication. A minimum grade of "C" is required in each course.

An application for permission to student teach is made to the Office of the Dean of the Thayer School of Education during the semester before the anticipated student teaching. Students who meet the requirements outlined in the Teacher Education Handbook will be allowed to student teach. A health form is required.

Working/Activities During Student Teaching Semester

Student teaching is a full-time commitment; therefore, a student should have no other major obligations during this period. Students may not participate in university athletics or cheerleading during the student teaching period.

Because of the nature of and responsibilities related to student teaching, a student is expected not to work full-time or part-time during student teaching. Any appeal to this policy regarding work must be made in writing to the Dean of the Thayer School of Education and submitted with the application for student teaching. Requests received after the date cited in the University calendar for the particular semester will not be considered. A student who makes such an appeal must be able to demonstrate in writing that failure to work during student teaching will create financial and/or other hardships and must be willing to appear before the Teacher Education Committee, if necessary, to answer any questions. The Dean of the Thayer School of Education will present the appeal to the Teacher Education Committee for consideration and action. The prospective student teacher will be notified accordingly.

The Wingate University's Teacher Education Program does require a practicum experience for lateral entry candidates to supply adequate documentation of effective teaching skills and experiences. There are required on-site supervision and visits by teacher education faculty.

Praxis II

Students in Elementary Education (K-6) must pass the Praxis II exam(s) for licensure in order for North Carolina to award an official license at the Standard Professional I level. Students in all licensure areas must provide evidence prior to graduation that Praxis II exam(s) have been taken in order to complete program requirements. Registration information is available in the Thayer School of Education Offices. Students are responsible for registering and paying all associated fees.

Art and Education

Bachelor of Arts

Program Coordinator: Louise S. Napier

The Art and Education Program is a double major designed to prepare one to teach art to all students in grades K-12.

Core Curriculum 53
Global Perspectives 110, 120, 210, 220, 310, 320 (18); Lyceum;
English 110 (3); English Literature (3), Foreign Language (12);
Laboratory Science (8); Math (116 or higher) (3);
History 201/202//312/PSCI 201 (3); Physical Education 101 (2); Wingate 101 (1)
General Education Requirements for Teacher Education 9
Health 101 (3); Psychology 208/209; Communication 101 (3)
Professional Studies 27
Education 301, 303, 305, 330, 475a, 475b, 475c; Art 366, 367
Specialty Studies 44
Art 111, 112, 105, 115, 208, 209, 210, 406, 450, 452, (16) ANY studio art
courses apart from Studio Foundations
Exit Exam 0
Total hours 131

Biology and Education

Bachelor of Science

(Includes Chemistry Licensure if students select this option -- see page 99)

The Biology and Education Program is a double major designed to prepare one to teach biology at the secondary level to students in grades 9-12.

Core Curriculum 45
Global Perspectives 110, 120, 210, 220, 310, 320 (18); Lyceum;
English 110 (3); English Literature (3), Foreign Language (6);
Biology 150 (4); Math 209 (3); Fine Arts (2)
History 201/202//312/PSCI 201 (3); Physical Education 101 (2); Wingate 101 (1)
General Education Requirements for Teacher Education 6
Psychology 209; Communication 101
Professional Studies 28
Education 301, 303, 305, 322, 330, 335, 470a, 470b, 470c
Speciality Studies 51
Biology 150 (also in Core), 200, 205, 305, 315, 401
Biology electives (200 level or above). Recommended: Biology 300/320/425
Chemistry 101,102,201,202
Education 354
Exit Exam 0
Total hours 133

Elementary Education

Bachelor of Science

Program Coordinator: Rebekah D. Kelleher

The Elementary Education Program is designed to prepare one to teach all subjects in grades K-6.

Core Curriculum 52
Global Perspectives 110, 120, 210, 220, 310, 320 (18); Lyceum;
English 110 (3); English Literature (3), Foreign Language (6);
Laboratory Science (8); Math 118, 119 (6); Fine Arts (2)
History 201/202//312/PSCI 201 (3); Physical Education 101 (2); Wingate 101 (1)
General Education Requirements for Teacher Education 9
Health 101; Communication 101; Psychology 208
Professional Studies 23
Education 301, 303, 305, 330, 440a, 440b, 440c
Specialty Studies 42
Education 307, 308, 321, 323, 353, 358, 365, 377, 380, 393;
Math 118, 119 (duplicate hours); Psychology 101/202; Geography 201; History 311
Electives 6
Exit Exam 0
Total hours 126

English and Education

Bachelor of Arts

Program Coordinator: Casey Pratt

The English and Education Program is a double major designed to prepare one to teach English at the secondary level to students in grades 9-12.

Core Curriculum 48
Global Perspectives 110, 120, 210, 220, 310, 320 (18); Lyceum;
English 110 (3), Foreign Language (12); Fine Arts (2);
Laboratory Science (4); Math (116 or higher) (3);
History 201/202//312/PSCI 201 (3); Physical Education 101 (2); Wingate 101 (1)
General Education Requirements for Teacher Education 9
Health 101; Communication 101; Psychology 209
Professional Studies 28
Education 301, 303, 305, 322, 330, 335, 465a, 465b, 465c
Specialty Studies 42
English 203, 204, 205, 210, 211, 320, 360/255/256, 420, English 303/403;
Education 324, 325; Advanced English electives (6);
Restricted elective (3): Communication 102/250/405/English 330/340/Theater Arts 201
Electives 6
Exit Exam 0
Total hours 133

Mathematics and Education

Bachelor of Science

Program Coordinator: Laora Brizendine

The Mathematics and Education Program is a double major designed to prepare one to teach mathematics at the secondary level to students in grades 9-12.

Core Curriculum 54
Global Perspectives 110, 120, 210, 220, 310, 320 (18; Lyceum;)
English 110 (3); English Literature (3), Foreign Language (6);
Laboratory Science (8); Math 120, 220 (8); Fine Arts (2)
History 201/202//312/PSCI 201 (3); Physical Education 101 (2); Wingate 101 (1)
General Education Requirements for Teacher Education 9
Health 101; Communication 101; Psychology 209
Professional Studies 28
Education 301, 303, 305, 322, 330, 335, 400, 460a, 460b, 460c
Specialty Studies 32
Math 220, 242, 300, 305, 308, 330, 405, 410; Education 360
Advanced Math elective 3
Recommended: Math 310/331/401/450
Computer Science elective 3
Must be a programming language
Electives 3
Exit Examination 0
Total hours 128

Middle Grade Education

Bachelor of Arts / Bachelor of Science

Program Coordinator: TBA

The Middle Grade Education Program is designed to prepare one to teach a subject to students in grades 6-9. The concentration of study is chosen from Language Arts, Mathematics, Science, or Social Studies.

Core Curriculum 52
Global Perspectives 110, 120, 210, 220, 310, 320 (18); Lyceum;
English 110 (3); English Literature (3), Foreign Language (6);
Laboratory Science (8); Math (116 or higher) (6); Fine Arts (2)
History 201/202//312/PSCI 201 (3) (all concentrations except Social Studies);
Physical Education 101 (2); Wingate 101 (1)
General Education Requirements for Teacher Education 9
Health 101; Psychology 209; Communication 101
Professional Studies 26
Education 301, 303, 305, 322, 330, 444a, 444b, 444c
Specialty Studies 12
Education 307, 308, 325, 331
Exit Examination 0

Total hours 126-130

Middle Grade Education (con't)

Choose one concentration:

Language Arts (27):
Education 321, English 303/403, 320, 340, 360, 350/Theatre Arts 201; Advanced literature electives (9)

Mathematics (29):
Education 359; Math 120, 209, 220, 242, 300, 308; Computer Science 120; Advanced Math elective (Math 405 recommended)

Science (31):
Education 354; Biology 115, 120, 150, 200; Chemistry 100; Science 101; Advanced Science elective

Social Studies (27):
Education 395; Geography 201; History 201/202, 308 (Political Science 308), 311, 315; Political Science 201; Advanced History/Social Science elective (History 390 recommended)

A student may choose to pursue a BA degree in Middle Grade Education. If such an option is chosen, the student will be expected to meet the additional requirements through summer school or an extra semester. Choices made in the advising recommendation will be dependent on the concentration a student has chosen. The student should work closely with the advisor to outline an appropriate sequence of courses.

Music Education

Bachelor of Music Education

Program Coordinator: Kenney Potter

Core Curriculum 40
Global Perspectives 110, 120, 210, 220, 310, 320 (18); Lyceum;
English 110 (3); English Literature (3), Foreign Language (6);
Laboratory Science (4); Math (116 or higher) (3);
Physical Education 101 (2); Wingate 101 (1)

General Education Requirements for Teacher Education 6
Health 101; Psychology 208/209

Music 60
Music 217, 218, 238, 239, 299, 317, 318, 323, 324, 327, 328, 338, 339, 343,
344, 356, 357, 358, 401/403
Principal** and/or secondary performance study (16, including 4 hours of piano)
Ensemble (six semesters)
Diction, Accompanying, or Chamber Ensemble and Class Voice (2)
Recital and Concert Lab (seven semesters)
Music 320 (Junior Recital)

Education 29
Education 301, 303, 305, 330, 442a. 442b, 442c; Music /Education 371, 372, 373

Exit Exam 0

Total hours 135

Physical Education

Bachelor of Science

Program Coordinator: Dan McLaughlin

The Physical Education Program is a double major designed to prepare one to teach physical education to all students in Grades K-12. In addition to requirements for entrance to the School of Education, students must pass Biology 120 with a minimum of a C.

Core Curriculum 55-56
Global Perspectives 110, 120, 210, 220, 310, 320 (18); Lyceum;
English 110 (3); English Literature (3), Foreign Language (6);
Math 209 (3); Biology 120 (4); Athletic Training 312 (4); Math/Science (3-4);
Psychology 101/202 (3); Fine Arts (2); History 201/202//312/PSCI 201 (3);
Physical Education 101 (2); Wingate 101 (1)
General Education Requirements for Teacher Education 9
Psychology 208/209; Communication 101; Health 101
Professional Studies 24
Education 301, 303, 322, 330, 490a, 490b, 490c
Specialty Studies 35
Physical Education 145, 201, 203, 220, 221, 222, 310, 315,
380, 385, 402, 403, 410; Athletic Training 312 (duplicated)
General Electives 1-2
Exit Examination 0
Total hours 125

Reading/Elementary Education

Bachelor of Science

Program Coordinator: Carolyn Nave

The Reading/Elementary Education Program is designed to prepare one to teach reading to all students in grades K-12 and to teach all subjects to students in grades K-6.

Core Curriculum 52
Global Perspectives 110, 120, 210, 220, 310, 320 (18); Lyceum;
English 110 (3); English Literature (3), Foreign Language (6);
Science (8); Math 118, 119 (6); Fine Arts (2); History 201/202//312/PSCI 201 (3);
Physical Education 101 (2); Wingate 101 (1)
General Education Requirements for Teacher Education 9
Health 101; Psychology 208/209; Communication 101
Professional Studies 23
Education 301, 303, 305, 330, 400, 486a, 486b, 486c
Specialty Studies *(minus 15 duplicated hours)* 54
Reading (24):
Education 307, 308, 321, 322, 323, 420; Psychology 206; English 320
Elementary Education (42):
Education 307, 308, 321, 323, 353, 358, 365, 377, 380, 393;
Math 118, 119; Psychology 101/202; Geography 201; History 311, Electives (6)
Total hours 138

Note: The Reading/Elementary Education Program is theoretically a four-year sequence; however, in practice, it may require additional time. Thus, the advising sequence is designed for four and one-half years.

Social Studies Education

Bachelor of Science

Program Coordinator: Beth Murray

The Social Studies Education Program is designed to prepare one to teach the social sciences at the secondary level to students in grades 9-12.

Core Curriculum 49
Global Perspectives 110, 120, 210, 220, 310, 320 (18); Lyceum;
English 110 (3); English Literature (3), Foreign Language (6);
Laboratory Science (8); Math 209 (3); Math/Science (3-4); Fine Arts (2);
Physical Education 101 (2); Wingate 101 (1)

General Education Requirements for Teacher Education 9
Health 101; Psychology 209; Communication 101

Professional Studies 28
Education 301, 303, 305, 322, 330, 335, 400, 443a, 443b, 443c

Specialty Studies 24
Education 390;
U.S. History (9): History 201, 202, 311
World History (12): Europe, The Americas, Africa, Asia.
Choose at least one from each group:
Group 1: History 403, 404, 308, 320, 412
Group 2: History 316, 317, 318, 390(Mexico) , 411
Group 3: History 315/322/324/326

Social Sciences 30
Geography 201; Political Science 201; Economics 222; Psychology 101;
Sociology 101; Psychology 208/319/340/311/321; Sociology 205/305/316/330/335;
Choose (6) hours from the following:
French 340; History 390/490; 406, 410, 412, 413, 425, 460, 475;
Psychology 208/319/340/435/335/311/420/321/332/490; Religion 310/326/341/342;
Sociology 205/305/316/330/335/402/375/416;
Spanish 330; Women's Studies 304/312;
(Highly recommended: Psychology 206 or Sociology 206)
Overall program must include at least nine (9) hours at the 400 level in *one* of these areas: History, Psychology, Sociology

Exit Exam 0

Total hours: 137

Add-On Licensure

Academically-Gifted

Program Coordinator: Sarah Harrison-Burns

The Academically-Gifted Add-On Licensure Program is a 12-hour program designed to prepare one to teach academically gifted students in grades K-12. The licensure area may be added to any undergraduate education program.

Chemistry

Program Coordinator: TBA

The Chemistry Add-On Licensure is a 27-28 hour program designed to prepare one to teach chemistry to students in grades 9-12. The licensure may only be added to the Biology and Education major.

Reading

Program Coordinator: Carolyn Nave

The Reading Add-On Licensure is a 12-hour program designed to prepare one to teach reading to students in grades K-12. The licensure may only be added to the Elementary Education major.

School of Sport Sciences

Dean: Michael R. Judd
Associate Professors: H. Thomas Appenzeller, Traci Gearhart, Dennis A. Johnson, Michael R. Judd
Assistant Professors: Christi DeWaele, Abbey Dondanville, Dan McLaughlin

Athletic Training

Bachelor of Science

Program Coordinator: Traci Gearhart

Entrance Requirements

Students may be admitted to the Athletic Training Major upon satisfying the following requirements:

- Completed application form, 1-2 page essay, and 2 faculty recommendations;
- Minimum cumulative grade point average of 2.50 at the end of fall semester;
- A grade of "C" or better AT 150 and a grade of 75% or better on the Final Exam;
- Completion of a minimum of 25 observation hours;
- Read, understand, and sign the Wingate University Athletic Training Technical Standards;
- Completed Informed Consent form;
- Submission of a current physical examination from a licensed physician;
- Evidence of Hepatitis B vaccination or completed waiver;
- Completion of a Background Check;
- Successful interview with the Athletic Training Education faculty and staff.

Please note that a limited number of students can be admitted each year although the exact number is to be determined annually based upon graduation and attrition rates. Once admitted to the athletic training education program all students must provide annual documentation of proof of $1,000,000 per incident/$3,000,000 aggregate student malpractice insurance.

Once admitted into the program, students will be required to maintain an overall minimum cumulative GPA of 2.50 and satisfactory performance during the practical experience to remain active in the athletic training education program. Failure to maintain a 2.50 cumulative GPA for one semester will result in a one-semester suspension from the clinical portion of the academic program and will add one additional semester to the academic program beyond the traditional six. *If the student has two consecutive semesters achieving a cumulative GPA below 2.50, they will be dropped from the program and advised into a suitable major.*

Any student receiving a grade lower than a "C" in an athletic training required course must repeat the course. If the particular course is a prerequisite for another course, the other course may not be taken until a "C" has been achieved.

In addition to the Wingate University graduation requirements, Athletic Training majors must complete 900 hours of practical experience and the Master Skills log prior to graduation.

Core Curriculum 44
Must include Psychology 101 and Math 209
Athletic Training Required Courses 58
Athletic Training 150, 201, 230, 235, 255, 305, 310, 312, 315, 320, 326, 330, 335, 400, 410, 422, 426, 430, 435, 480
Required Courses 13
Biology 315; Health 101; Physical Education 403, Communication 101
Electives 10

Total hours 125

Parks and Recreation Administration

Bachelor of Science

Program Coordinator: Michael R. Judd

Core Curriculum 51-53
Must include Psychology 101
Sociology 101 3
Communication 101/201 3
Physical Education 145, Health 101 4
Recreation Required Courses 30
Recreation 111, 200, 212/220, 308, 314, 404, 410, 430, 478, 479
Restricted Electives 14
Physical Education 221/222 (2)
Sport Management 402 (3)
Physical Education 350/Sport Management 300/305 (3)
Psychology 208/209/340/311 (3)
Sociology 305/335 (3)
Advanced Electives (300 level or above) 12
General Electives 9
Exit Examination 0
Total hours 126

Physical Education

Bachelor of Science

Program Coordinator: Dan McLaughlin

The Physical Education Program is a double major designed to prepare one to teach physical education to all students in Grades K-12. In addition to requirements for entrance to the School of Education, students must pass Biology 120 with a minimum of a C.

Core Curriculum 55-56
Global Perspectives 110, 120, 210, 220, 310, 320 (18); Lyceum;
English 110 (3); English Literature (3), Foreign Language (6);
Math 209 (3); Biology 120 (4); Athletic Training 312 (4); Math/Science (3-4);
Psychology 101/202 (3); Fine Arts (2); History 201/202//312/PSCI 201 (3);
Physical Education 101 (2); Wingate 101 (1)
General Education Requirements for Teacher Education 9
Psychology 208/209; Communication 101; Health 101
Professional Studies 24
Education 301, 303, 322, 330, 490a, 490b, 490c
Specialty Studies 35
Physical Education 145, 201, 203, 220, 221, 222, 310, 315,
380, 385, 402, 403, 410; Athletic Training 312 (duplicated)
General Electives 1-2
Exit Examination 0
Total hours 125

Sport Management

Bachelor of Science

Program Coordinator: H. Thomas Appenzeller

Entrance Requirements: Sport Management Major

Students may be admitted to the Sport Management Major upon satisfying the following requirements:

- Submission of written application to the Sport Management Coordinator;
- A grade of "C" or better in Computer Science 110, Management 302, and Sport Management 111.

Core Curriculum 51-53
Sport Management courses 36
Sport Management 111, 200, 210, 300, 301, 305, 308, 402, 404, 430, 478, 479
Business courses 15
Accounting 253; Computer Science 110; Economics 221; Management 302, Marketing 301
Sport Management restricted electives. 12
Choose from: Business 305/Communication 310, 425/Computer Science 330/
Finance 318/Management 306, 313/Marketing 331, 341, 422/
Physical Education 403/Sport Management 410
General/Advanced electives (must have degree total of 40 300/400 level) 12
Recommended Communication 201 or 415
Exit Exam 0
Total hours 126-128

Minors

Community Youth Development

Required courses (9): Recreation 212, 4460; Sport Management 305
Choose six (6) hours from: Sociology 305/330/335
Choose three (3) hours from: Physical Education 350/Recreation 410

Exercise Science

Required courses: Health 101; Physical Education 201, 203; Athletic Training 255, 310*, 315*

*These courses require Athletic Training 312 and Biology 315 as prerequisites, which can also satisfy the core curriculum in math/science.

Sport Management

Eighteen (18) hours to include Sport Management 111 and fifteen (15) hours chosen from the following courses: Sport Management 200, 242, 305, 330, 430, 478, 479

Chapter 6

ACADEMIC POLICIES AND PROCEDURES

Statement of Student Responsibility

It is the responsibility of each student to fulfill his or her degree program and graduation requirements as described in the programs of study and academic policies sections in the catalog. While advisors and administrative staff may assist students who ask for help with curricular decisions, ***ultimately it is the student who is responsible for his or her choices.*** Degrees cannot be awarded until all requirements and obligations to the University have been met by the student.

Graduation Requirements

To receive a Bachelor's degree from Wingate University, a student must:

- Complete 125 semester hours of course work
- Complete the requirements of the core curriculum
- Complete a major course of studies
- Complete at least 40 semester hours numbered 300 or above*
- Maintain a 2.00 cumulative GPA (grade point average) on all university-level work and a 2.00 cumulative GPA in each major
- Complete the last 30 hours of course work before graduation at Wingate University
- File a graduation application with the Registrar

**(except in the biology major, which requires a minimum of 37 semester hours in courses numbered 300 or above)*

Academic Honors

Commencement

At Commencement, students with a cumulative GPA of 3.50 or higher are graduated with honors as follows:

Summa cum laude	3.90 and above
Magna cum laude	3.65 to 3.899
Cum laude	3.50 to 3.649

Graduation with honors is determined by the overall GPA on *all undergraduate work* attempted at any accredited school and on all credit attempted at Wingate University, although transfer credit cannot be used to raise the Wingate average.

Semester

Each semester a President's List includes those students who have earned a term GPA of 3.80 on at least 12 quality point academic hours and have no grade below a "C".

Each semester a Dean's List includes those students who have earned a term GPA of 3.30 on at least 12 quality point academic hours and have no grade below a "C"

Academic Standards: Probation and Suspension

Academic Probation

To assist students in maintaining satisfactory progress, Wingate University has adopted standards to identify students who are experiencing academic difficulty so that they can take advantage of timely interventions through academic support services. Academic probation is an indication of serious academic difficulty and is determined by the cumulative GPA that a student earns on credit courses. At the conclusion of a semester, the Vice President for Academic Affairs will notify the student by mail if the cumulative GPA is below the minimum. In such a case, the student will be placed on academic probation for the next regular semester and may be enrolled in the Applied Learning Strategies Seminar. Probation is determined only from grades at the conclusion of a regular semester; mid-semester progress reports are not included in GPA calculations. **Note: A student must have a 2.00 cumulative GPA to qualify for the baccalaureate degree.**

Minimum cumulative GPAs:

Hours Attempted (includes transfer credit)	*Minimum GPA*
1-23	*1.600*
24-56	*1.800*
57 or more	*2.000*

Academic Suspension

A student who is on academic probation at the end of two successive regular semesters will be academically ineligible for the next semester. A student who makes less than a 1.0 GPA in any given semester will be ineligible to enroll for the next semester.

An academically ineligible student who wishes to apply for reinstatement should send a written appeal to the Academic Appeals Committee, in care of the Student Success Office, to request further review of his or her academic records and academic eligibility.

A student must be in good academic standing to be eligible to take courses at another school on a transient basis, therefore, any courses taken at another college or university while the student is on academic suspension will not transfer until the student attains a cumulative 2.0 at Wingate University.

Additional Bachelor's Degree

A student may only apply for a second (or subsequent) bachelor's degree if it differs from any degree previously awarded by Wingate University. For example, if a student has already earned a Bachelor of Science (B.S.) degree, the University will not award a second B.S. degree; it will, however, award a Bachelor of Arts (B.A.) degree. To receive an additional bachelor's degree, a student must:

- Receive written permission to pursue a second degree from the Vice President of Academic Affairs and the chairperson of the appropriate department
- Earn a minimum of 30 additional semester hours in residence after the awarding of the first degree
- Complete all requirements for the second degree. *Note: Two degrees may not be awarded at the same commencement exercise*

Additional Major

A student should notify the Office of Academic Advising of the intent to pursue a second major. A student may only apply six hours from the first major toward the second major.

A student who has already graduated from Wingate University may return to complete a second major under the undergraduate degree previously awarded. The following policies apply:

- A student must fill out a readmission application with Admissions
- The Registrar's Office must be notified in writing of the intention to complete an additional major.
- At least 30 additional credit hours, including all discipline-specific requirements for the second major, must be taken at Wingate University.
- The student must earn a minimum 2.0 in the second major. NOTE: The GPA for the additional major will not be calculated into the GPA of the original degree.
- The second major will be recorded on the transcript, but there will be no additional diploma and no participation in an additional graduation ceremony.

Advising

Wingate University is committed to providing academic advice and personal guidance for its students. Each student has an advisor who helps plan the student's academic program and meets with the student periodically throughout the year. First-year students are assigned special faculty and student co-advisors to help with unique first-year concerns.

Advisors help students develop individual academic programs that include Wingate's specific degree requirements and the student's career objectives. While advisors have resources to aid students in academic planning, the responsibility for meeting the requirements of a specific degree rests with the individual student.

The Director of Advising, the Director of Career Development, and the Director of Internships are available to advise students about careers. Advisors in the science-related professions, in theology, law, and in other professions help students select majors, minors, and electives that will provide adequate preparation for professional post-baccalaureate study.

Army Reserve Officer's Training Corps (ROTC)

Wingate University has a cooperative program with the University of North Carolina at Charlotte under which Wingate students may enroll in the U.S. Army Reserve Officers' Training Program (ROTC). Both men and women are eligible for this program and must travel to either the UNC-Charlotte campus or the Charlotte Reserve Center to take instruction and training. Wingate University also offers the voluntary Air Force Reserve Officers Training Corps (AFROTC) Program in cooperation with UNC-Charlotte within the terms of the existing agreements between member schools of the Charlotte Area Educational Consortium. The program is available to all students with at least two years of education remaining. Detailed information on these programs is available in the Office of the Registrar and from the Department of Military Science, UNC-Charlotte, Charlotte, N.C. 28225.

Attendance

Regular class attendance is a student's obligation and a student is responsible for all the work, including tests and written work, of all class meetings.

Each faculty member defines his or her own absence policy and so informs students on the first day of classes. Students who represent the University at officially recognized activities are responsible for making necessary plans for class absence with each professor before the absence.

The University maintains the regular schedule of classes throughout the semester. Classes are not usually canceled due to inclement weather and students are responsible for all the work of class meetings missed due to inclement weather.

If a faculty member reports that a student is failing academically because of poor attendance, the student may be required to move out of campus housing.

Auditing

Students may audit courses with the permission of the professor and the Registrar. If it causes an overload, or if the student is part-time, the audit fee of $265 is charged. This fee is not refundable if the student withdraws from the course for any reason. Students may change audit status to credit status only within the first four weeks of the semester and upon additional payment of tuition required for part-time credit or overload credit, if either applies. A for-credit course may not be changed to audit status once the mid-semester date has passed. This change requires approval of the professor and the Registrar.

Bankruptcy (Academic)

A student who has earned poor grades that may prevent him or her from graduating may petition the Academic Appeals Committee for academic bankruptcy for one complete term or for consecutive terms including all work before a given date. The bankrupt term(s) is noted on the student's transcript and the student forfeits credit for all courses during that term(s). Grades from the bankrupt period are not calculated in the student's GPA, although they remain on the transcript. All grades are included in the calculation of the GPA for honors at graduation. To be considered for bankruptcy, a student must demonstrate that:

- Poor performance for the term(s) for which bankruptcy is requested is not typical;
- Poor performance was due to extenuating circumstances;
- The cause of the poor performance has been alleviated, and the student has displayed responsible scholarship.

Once bankruptcy status has been granted, the action is irreversible. A student may request bankruptcy once only.

Students granted bankruptcy may request a letter of explanation to accompany the transcript when sent to a prospective employer or to other institutions.

Certain colleges, universities, and professional schools do not honor a bankruptcy policy.

Catalog Year

A student's catalog year is normally that of his entering academic year or year of readmission. A student who has been absent for two consecutive semesters (including the semester of withdrawal, if applicable) must meet the catalog requirements for graduation in effect at the time of readmission. A student may request graduation under any catalog published following his enrollment, if the catalog is no more than six years old at the time of graduation. Students entering a certification program should check with the division head of their program; specific requirements in a new catalog may need to be met for certification purposes.

Charlotte Area Educational Consortium (CAEC)

Wingate participates in an educational consortium with 25 other institutions in the greater Charlotte area. Students can take a class or classes at one of these member institutions; the following policies apply:

- Wingate students enrolled as full-time undergraduates on the main campus during a fall or spring semester can take courses offered on-campus at a cooperating institution. Consortium classes are not available during the summer.
- Cross-registration is done on a space-available basis on the campus to be visited. Students are not required to pay additional fees unless the student registers for more than 18 hours total.
- Wingate students provide their own transportation.

Further details are available from the Office of the Registrar.

Class Level

A student's class level is determined by the total number of credits earned from Wingate University, accepted transfer credit from other colleges/universities, and from credit-by-exam sources approved by Wingate University (such as Advanced Placement Exams -- see *Credit by Examination* for minimum scores and approved exams). Students are classified as follows:

Freshman	*1-23 hours earned*
Sophomore	*24-56 hours earned*
Junior	*57-86 hours earned*
Senior	*87 or more hours earned*

Course Numbers

Course numbers have the following meanings:

100-199	Primarily for first-year students, but may be taken by all students
200-299	Primarily for sophomores, but may be taken by all students
300-499	Primarily for juniors and seniors
500-799	Graduate and professional courses

Note: Courses numbered below 100 do not count toward meeting degree requirements.

Commencement

A student must complete a Commencement Application for the Office of the Registrar the semester prior to intended graduation. A student will have one opportunity to walk in Commencement. December and May completers are expected to be present at the May ceremony to receive a diploma. If a student cannot participate, he/she should inform the Office of the Registrar at least 30 days before Commencement.

A student who will complete all required classes in August can participate in the May ceremony only if he/she:

- Has a minimum cumulative GPA of 2.0
- Has a 2.0 GPA in the major
- Can meet all requirements for the degree by the August graduation date
- Can complete all classes at Wingate University (not off-campus)
- Has registered and paid for all required classes prior to Commencement
- Has a clear financial account with the Business Office

Credit by Examination

Students may earn a maximum of 30 hours toward the baccalaureate degree through an approved credit-by-examination source prior to enrollment. Upon receipt of official scores, the Registrar will award credit based upon guidelines established by the appropriate academic department depending upon the subject of the exam. In general, acceptable scores will fall in the following ranges:

- scores of 3, 4, or 5 on the Advanced Placement of the College Entrance Examination Board (AP) achievement tests
- scores of 5, 6, or 7 on the Higher Level Examinations of the International Baccalaureate (IB)
- scores of 50 or higher on subject exams of the College Level Examination Programs (CLEP)
- scores that rank the student at the minimum of the fiftieth percentile of the testing group on DANTES Subject Standardized Tests (DSST).

Departmental Examination

A student may challenge a Wingate University course for credit under the following guidelines:

- The student must be enrolled in the course before challenging for credit.
- A student may earn no more than six hours of credit by departmental examination in any given semester.
- A full-time student may request the opportunity to demonstrate proficiency anytime before midterm. The student must secure permission from the professor who will administer the examination, from the department chair, from the Vice President for Academic Affairs, and from the Registrar. The necessary form may be secured from the Office of the Registrar. Before an exam is given, the student must pay a $265 non-refundable fee to the Business Office. If proficiency is demonstrated in the first week of classes in any semester, the student will be permitted to enroll in another course.
- Students enrolling in another course in a given semester will pay a fee of

$633 for each credit hour more than 18 if the total credits attempted in that semester exceed 18.

- In any course involving laboratory experience, credit by examination must be earned by separate examinations in the lecture and laboratory portions of the course.
- Courses requiring proficiency in specific methods and/or techniques *(performance groups, supervision, and/or observations in the field)* are excluded from credit by examination.
- Credit will not be given for a prerequisite to a course for which the student has already received credit.
- The examination and its evaluation will be a collective decision of the departmental faculty.
- When proficiency is demonstrated, credit by examination (CE) will be shown on the transcript, but no grade points will be awarded.
- The acceptability for transfer to other colleges or universities of credit so earned is not guaranteed.
- Part-time students must pay a $265 non-refundable fee to the Business Office before an examination is given. Additionally, if the student passes the examination, the student must pay to the Business Office one-half of the current per-semester-hour charge for the credit earned. Payment of all fees must be made to the Business Office before the recording of the grade on the student's transcript.

Directed Study

In rare instances, it may be necessary for a student to take a catalog course on an individual basis. The dean and the faculty member must approve such a request. Approval is granted only under certain conditions:

- The student must have a cumulative GPA of 2.00
- A student will not be allowed to take a directed study course to repeat a course in which a grade of "D" or "F" was previously earned.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment or FERPA, was passed and put into effect in January 1975. The law regulates the use and disclosure of personal information in educational records and permits a student to inspect what material is maintained in those records. A copy of the Family Educational Rights and Privacy Act of 1974 is on file in the Office of the Dean of Students in the Dickson-Palmer Student Center.

A full statement pertaining to the University's compliance with the Buckley Amendment is printed each year in the *Student Handbook* and is also available on the University website (www.wingate.edu/acad/registrar/registrar13.aspx).

Grade Key

Students are evaluated continually during the semester and grades are assigned at the conclusion of the course. Final examinations are given on work covered during the entire semester. The following grading symbols are recorded:

A	Excellent
B	Above average
C	Average
D	Passing
F	Failure
P	Pass *(for courses offered on P/F basis)*
I	Incomplete
CE	Credit by Examination
NG	No Grade (Science lab grade is factored into lecture grade.)
W	Withdrawal
R	Indicates the course has been repeated; the letter grade to the right of the "R" is the new grade that replaces the previous grade (*see repeat course policy*).

NOTE: Minus (-) or plus (+) signs may be attached to each grade of "A", "B", "C", and "D", but this does not affect the quality points assigned for those grades.

Grade Point Average (GPA)

The student's GPA is calculated by dividing the quality points received by the number of hours attempted. The grade of "A" carries four quality points per credit hour, a "B" three, a "C" two, and a "D" one quality point.

A course in which credit is given on a pass/fail basis is not used in the calculation of the GPA if a grade of "P" is earned. The grade of "F" on a P/F course is used in the GPA calculation. An average grade of "C" on all hours attempted is required for graduation.

Grade Reports

Reports of progress are kept by the University on all students. Updated grade reports are available online via IRISLink one week after exams have ended.

Mid-Semester Grade Reports

Progress reports indicating courses on which the student is earning less than a "C" will be issued at the middle of the semester to freshman and sophomore students. These do not become a part of the permanent transcript.

Honor Code

Membership in the Wingate University community is a privilege conferred by reason of demonstrated merit and sustained by a continuing commitment to high standards of performance and conduct. The University expects that all members of the community will voluntarily conduct themselves in a manner reflecting respect for all other members of the community. It is the responsibility of all Wingate University faculty, staff, and students to report any suspected violators of the Honor Code.

The **Honor Code** states that:

- Wingate University students do not lie, cheat, steal, or plagiarize, nor do they tolerate in their company the presence of one who does.
- Wingate University students conduct themselves at all times in a manner that is conducive to the maintenance of a strong, positive environment for study and learning.
- Wingate University students obey the rules and regulations of the University as outlined in the online *Student Handbook*.

Incompletes (Grades of "I")

A student may petition a faculty member for an extended amount of time to complete a course in which the student is regularly enrolled. The following circumstances apply:

- The student must demonstrate that extenuating circumstances exist that prevent completion of the course(s) according to the University calendar. In this case, the faculty member may assign a grade of "I" showing that some requirement of the course is not yet complete.
- It is the student's responsibility to initiate steps with the professor to change this grade.
- Until the grade of "I" is removed it will be averaged as an "F" on the student transcript.
- A grade of "I" which has not been completed within 30 calendar days of the next regular semester will automatically become an "F."
- A faculty member may submit a written request on behalf of the student to the Office of the Vice President for Academic Affairs to extend the deadline. When doing so, the faculty member will impose a new deadline.

Independent Study

Independent study involves an arrangement between a student and a professor approved by the student's advisor for exploration of a particular subject or topic. The arrangement is normally initiated by the student who has in mind specific goals.

Candidates for the baccalaureate degree are encouraged to complete one course of independent study; some programs require at least one course of this nature. Each department offering a baccalaureate program has a course numbered and identified as independent study. The course may count toward the requirements for the major or as an elective if a student wishes to pursue independent study in a non-major area.

Each independent study arrangement must be approved both by the chairperson of the division in which the student is doing the study and the dean at least 30 days before the onset of the study itself. Ordinarily, a student may enroll in only one three-hour independent study each semester. **A 2.00 cumulative GPA is required for all students engaging in independent studies.**

Students whose preparation and experience offer the opportunity for a highly individualized baccalaureate program may, in consultation with the advisor, present for approval a program with a large component of independent study. Students whose baccalaureate plan includes more than nine hours of independent study and more than 12 hours in an internship, practicum , etc., must submit an outline of their baccalaureate program to the Academic Affairs Committee for approval.

Independent studies should be completed by the end of the semester of enrollment. Incompletes are to be given only for medical and extenuating circumstances Completion deadlines must be rigidly maintained.

Internships and Practicums

Baccalaureate programs at Wingate University may include practical experience as a major constituent. Plans for internships and practicums should be made with both academic competency and career plans in mind. The experience should integrate various elements of the student's academic program. This determination will be made by the student, the advisor, the appropriate department, and the Vice President for Academic Affairs. To receive credit for an internship or practicum, the student must:

- Submit a completed Internship Learning Contract to the Office of the Registrar at least 30 days before the beginning of the experience
- Have a minimum cumulative 2.00 GPA

Internships may be non-credit-bearing. To register for a non-credit-bearing internship a student must submit a completed Internship Learning Contract for a Non-Credit-Bearing Internship to the Office of Internships.

Overload

Five courses *(15-16 hours)* are considered a customary course load. A student may choose to take up to 18 hours. Permission to take more than 18 must be obtained from the Office of the Vice President for Academic Affairs. This permission is not given to students with less than a 2.00 cumulative GPA.

After the drop/add period, a charge of $633 is assessed for each hour over 18. There is no refund of this fee, regardless of whether or not a student withdrew from a class or classes *(see Chapter 3, refund/overpayment policy).*

Registration and Schedule Changes

A student registers for courses in consultation with his/her academic advisor. Each student should make an appointment with the advisor during the registration period, the dates of which are published in the academic calendar (*see page 4*).

Drop/Add

During the first four days of a regular semester, a student may drop and/or add courses to his or her schedule in consultation with the academic advisor. A course that is dropped during the drop/add period is entirely deleted from the student's record. It is the student's responsibility to make up all assignments missed prior to adding a course.

Withdrawal from a Course

After the drop/add period, a student can no longer add a course to his/her schedule. A student can, however, withdraw from a course (until the deadline) and receive a grade of "W", which carries no academic penalty. The student must initiate this process with the academic advisor. After obtaining both the advisor's signature and the signature of the appropriate professor, the student must take the withdrawal form to the Office of the Registrar. A student will not be considered withdrawn from a course and given a grade of "W" until the Registrar has processed the withdrawal form. A student may withdraw from a course up to the deadline stated in the University calendar to receive a "W" on the academic record. Refunds will not be given for classes once the drop/add period closes. This includes dropping below 12 semester hours or decreasing an overload of semester hours.

Repeat Course Policy

A student may repeat a course that was previously completed. Only the last grade earned is used in the calculation of the GPA. All grades are shown on the transcript. A course may be repeated twice under this policy. This applies only to courses taken and repeated at Wingate University. All grades are included in the calculation of the GPA for honors at graduation. The student is responsible for informing the Office of the Registrar any time a Wingate University course is repeated.

A student may not repeat a course that is a prerequisite for a course for which credit has already been earned.

A student may repeat a course under the repeat policy a maximum of two times. Retaking a course more than twice will not remove the last grade from the GPA.

A student may not transfer in a course from another institution to count as a repeat of credit already taken at Wingate University.

Student Status (Full/Part-Time)

A student who is enrolled in 12 semester hours or more is considered a full-time student. A student who is enrolled for less than 12 semester hours is considered a part-time student.

Summer Sessions

Wingate University offers two month-long summer sessions in June and July. During the June and July summer sessions, a student may complete up to seven credit hours per term. **No tuition refunds are made during summer enrollment once classes have begun.**

Students may withdraw from summer school up to the announced deadline without an academic penalty.

The same high standards of the University are maintained, with regular faculty members serving as professors. Living accommodations and dining and recreation facilities are available *(contact the Office of Student Affairs for more information).*

The Summer Internship Institute is available for students interested in participating in an internship locally over the summer. Internships begin in June and finish the first week of August and can be either credit-bearing or non-credit-bearing. As a part of this program, on-campus housing is provided with a modest fee in addition to cost of credit hours (if applicable). In addition, students share internship experiences during several professional development seminars over the course of the summer. To participate in this program students must submit a completed Summer Internship Institute Application to the Office of Internships by May 1.

Transient Study

(Permission to take courses at another institution)

Summer

Wingate students who wish to take a course or courses at another institution during the summer and transfer that credit to Wingate must obtain permission from the Office of the Registrar *before* taking the course. Likewise, permission must be obtained *before* enrolling for credit-by-exam. A student must have a cumulative 2.00 GPA to obtain permission to transfer non-Wingate credit back to Wingate University. According to degree requirements, the last 30 hours must be taken in residence at Wingate University. Community colleges and other two-year schools courses are 100/200 level and may not be considered equivalent to Wingate's 300/400 level courses.

While transfer credits of grade "C" or higher are accepted from other institutions, course work taken at other institutions does not raise a Wingate student's cumulative GPA. Coursework from other institutions will be considered in determining graduation honors designations, although cannot raise the Wingate average.

Foreign Language requirements: Students may receive credits for foreign language courses which the student has approved at another college or university, even if the language is not taught at Wingate University, under the following conditions:

- The courses are completed with a grade of "C" or better.
- The courses are not correspondence or web based courses
- The courses are offered by an accredited higher education program, college, or university

Regular Semester (Co-Registration)

During pre-registration and registration for the fall and spring semesters, full-time undergraduate students will be allowed to co-register at area institutions provided that Wingate University does not offer the selected courses during the same semester. This registration process is initiated in the Office of the Registrar and requires the approval of the department chair or program coordinator. All students who are approved for transient study during the semester must be enrolled for a minimum of 12 credit hours at Wingate and will not be allowed to co-register elsewhere for more than six credit hours. An overload analysis will be made on the total number of semester credit hours taken at Wingate University added to the total number of semester credit hours taken simultaneously as transient study.

Transcripts

The official academic record for each student is maintained in the Office of the Registrar. A student has access to the official record during normal office hours.

A student may receive copies of the official transcript by making a written request or by signing a release form in the Office of the Registrar. Unofficial transcripts can be printed by the student using the web-based student information system.

Transcripts will not be released if the student's account with the University is delinquent.

Withdrawal from the University

Temporary Leave of Absence

To be granted a temporary leave of absence, a student must submit documentation from an appropriate individual or qualified professional to the Office of Student Success. The Dean of Students will recommend to the Vice President for Academic Affairs whether a leave of absence or withdrawal is appropriate. For students who are granted a leave of absence, the Office of Student Affairs will require documentation from a qualified professional indicating the student is prepared to return to Wingate.

A temporary leave of absence provides the student with the right to return to the University (in the semester following the leave of absence) without re-application. The student will be allowed to register for University courses at the time designated for his or her class (i.e., junior, senior, etc.) once approved for re-entry to the University. Students who are granted a temporary leave of absence are subject to all University refund/payment policies (see chapter three). Questions about Title IV student loan deferment (i.e., Federal Stafford Loan) while on a temporary leave of absence should be addressed to the Office of Financial Planning.

Involuntary

A student may forfeit academic responsibility during a semester by:

- persistent failure to complete classroom assignments;
- habitual class absence; and/or
- disruption and disturbance of fellow students.

In such cases, the student may be required to withdraw from the University. The Office of Student Success will investigate cases of forfeiture of academic responsibility in consultation with the Student Success Team (representatives from Academic Affairs, Business Affairs, Student Affairs, Athletics, and Enrollment Management).

The Student Success Team may recommend involuntary withdrawal of the student to the Office of Student Affairs. A determination will be made as to whether withdrawal is appropriate after meeting with the student. Appeals of involuntary withdrawals may be made to the Dean of Student Affairs within 48 hours of notification of the withdrawal action. The decision of the Dean of Student Affairs will be final.

Voluntary

Any student voluntarily leaving the University before the close of the term must withdraw officially. The student initiates the withdrawal procedure with the Director of Retention Services. The withdrawal form must be signed by the various University officials listed on the form. The withdrawal process is completed at the Business Office.

The deadline for withdrawal is stated in the University calendar. A student who withdraws by the deadline and has settled all accounts with the University will receive grades of "W" for the semester. A student who withdraws after the deadline will receive grades of "F" for the semester.

In cases where extenuating circumstance warrant it, a student may receive grades of "W" from the University after the deadline has passed. The student who wishes to make this appeal should submit a letter and any other supporting documentation to the Office of the Vice President for Academic Affairs detailing the reason(s) for the request. If the appeal is accepted, the Registrar will change the semester grades from "F"s to "W"s. Appeals will only be considered for those students who complete the appeal process before the first day of the final exam period of the semester of voluntary withdrawal. Students who have questions about withdrawing or would like to begin the withdrawal process should contact the Office of Student Success.

Chapter 7

DESCRIPTION OF UNDERGRADUATE COURSES

ACCOUNTING (ACCT)

Accounting 253. Principles of Financial Accounting
Accounting as an information development and communication function that supports business decision making. Overview of the accounting cycle; impact of decisions on the financial statements, and introduction to financial reporting including preparation and analysis of financial statements.
Prerequisite: Sophomore standing/consent of professor.
Credit: 3 hours (recommended Fall)

Accounting 254. Principles of Managerial Accounting
Use of accounting information in management planning, controlling, evaluating, and decision making. Specific topics include cost classification, behavior, allocation and accumulation; planning and control systems; budgeting; cost/volume/profit analysis; relevant costs; and responsibility accounting.
Prerequisites: Accounting 253
Credit: 3 hours (recommended Spring)

Accounting 313. Intermediate Accounting I
Overview of financial accounting and accounting standards. Specific topics include: conceptual framework of accounting, overview of accounting information systems, balance sheet, income statement, retained earnings statement, statement of cash flows, time-value of money, cash and receivables, inventories, and basic financial statement analysis. Includes an interactive financial accounting lab covering the mechanics of the accounting cycle and preparation of financial statements.
Prerequisite: Accounting 253
Credit: 3 hours (Fall)

Accounting 314. Intermediate Accounting II
Continuation of Accounting 313. In-depth study of the accounting for property, plant and equipment, intangible assets, liabilities, stockholders' equity, dilutive securities and earnings per share, investments, revenue recognition, and financial statement disclosures.
Prerequisite: Accounting 313
Credit: 3 hours (Spring)

Accounting 325. Cost Accounting
Review of cost terms, flows, and cost allocation. In-depth study of cost systems, product costing, Activity Based Costing, special production issues, joint products and by-products, standard costing, Just-in-Time inventory, and transfer pricing.
Prerequisite: Accounting 254
Credit: 3 hours (Spring)

Accounting 330. Accounting Information Systems
Study of the design, implementation, and monitoring of accounting information systems. Topics include accounting system development, design, and documentation; computer fraud; internal controls; and accounting cycles.
Prerequisites: Computer Science 110 and Accounting 253
Credit: 3 hours. (Fall)

Accounting 411. Special Topics in Accounting
Special topics relating to financial accounting, managerial accounting, auditing, or income tax. May be taken at the junior or senior level and up to three times as topics will vary.
Prerequisite: Consent of professor
Credit: 3 hours

Accounting 421. Advanced Accounting I
Study of the accounting for income taxes, pensions, leases, accounting changes and error analysis, interim and segment reporting. Study of governmental accounting, and accounting for other non-profit entities, including voluntary health and welfare organizations, universities, and hospitals.
Prerequisite: Accounting 314 or consent of professor
Credit: 3 hours (Fall)

Accounting 431. Auditing
Auditing theory and practice. Topics include reports of financial statements; auditing concepts; risk assessment, materiality, and evidential matters; planning the audit and understanding internal controls; auditing business cycles; fraud; test of controls; substantive tests; evaluating audit documentation; and completing the audit.
Prerequisite: Accounting 314 or consent of professor
Credit: 3 hours (Spring)

Accounting 497 Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Accounting 498. Independent Study
Requires consent by the Dean of the School of Business. Must be approved and supervised by a faculty member.
Credit: 3 hours

Accounting 499. Internship
Internship in accounting. Requires consent of the Dean of the School of Business. Must be approved and supervised by a faculty member.
Credit: 3/6 hours

ARABIC (ARAB)

Arabic 101. Elementary Arabic I
The course objective of Arabic 101 is to communicate and understand Modern Standard Arabic as a beginner and to gain exposure to Egyptian and colloquial Arabic. The first part of this course will be focused on mastering the Arabic alphabet and pronouncing sounds correctly (*Alif Baa* textbook and DVDs). During this time the student will also be exposed to commonly-used Arabic phrases. Attention will then be turned to conversations, grammar development, and vocabulary building (*Al-Kitaab* textbook).
Credit: 3 hours

Arabic 102. Elementary Arabic II
Arabic 102 builds on the skills and competencies acquired in Arabic 101. The course objective is to communicate and understand Modern Standard Arabic at second semester level and to expand Egyptian colloquial Arabic skills. The class will continue with the story of Maha and Kalid as found in the *Al-Kitaab* textbook and will focus on vocabulary and grammar development to aid sentence building, reading and oral comprehension, and speaking using appropriate code-switching between Modern Standard Arabic and Egyptian colloquial.
Credit: 3 hours

Arabic 104. Intensive Elementary Arabic
This is an intensive course which combines Arabic 101 and 102 into a single course given in one semester rather than two semesters. Students will gain six credit hours with only one final grade at the end of the course. Only serious students who have the time and dedication to complete such an intensive course should enroll.
Credit: 6 hours

ART (ART)

Art 108. Studio Art for Non-Majors-2D
Introduction to elements and principles of two-dimensional design. Projects will explore the elements of line, shape, value, tenture, color and methods of organizing elements into a unified composition. A variety of media will be used. Lab fee.
Recommended for non-Art majors
Credit: 2 hours

Art 105. Drawing Fundamentals
Introduction to drawing media and techniques with an emphasis on drawing as a process of intense visual observation. Elements of line, value, scale, proportion and composition studied and practiced.
Requirement for Art majors; recommended for non-majors
Credit: 4 hours

Art 109. Studio Art for Non-Majors- Clay
Introduction to basic hand building techniques with clay. Students practice and become familiar with the ceramic techniques of Native Americans as well as the ancient civilizations of Europe and Asia. Projects encourage thinking individually and creatively about pottery making. Lab fee.
Recommended for non-Art majors
Credit: 2 hours

Art 110. Focus on Visual Arts
Introduction to the visual arts, including creative processes in both two and three dimensional media. Students will also gain an appreciation of the role art plays in their lives, and its importance to societies past and present. Lecture format.
Recommended for non-Art majors
Credit: 2 hours

Art 111. Studio Foundations-2D
Fundamentals of 2D design for art majors. Introduction of fundamental elements and principles of two-dimensional design. Experimentation with variety of media including graphite, ink, pastel, tempera paint colored pencils. Emphasis on problem-solving, craftsmanship, and personal expression. Portfolio of two-dimensional compositions required. Lab fee.
Requirement for Art majors
Credit: 4 hours (Fall)

Art 112. Studio Foundations-3D
Fundamentals of 3D design for art majors. This course is built around the basic elements and design principles of three-dimensional art. Projects are designed to explore these elements in a theoretical and practical context. Coursework will involve theories in all aspects of 3D design as found in sculpture, ceramics, architecture, jewelry and installation or performance pieces. Lab fee.
Requirement for Art majors.
Credit: 4 hours (Spring)

Art 115. Basic Photographic Techniques
Practical instruction on how to take better photographs, including basic photographic principles, camera operation, and composition. Students will explore creative approaches to their own personal photography with color film through a series of projects under the professor's guidance. 35 mm. file or digital (3.5 MP minimum) camera required. No darkroom work; prints will be makde through local processors.
Recommended for non-Art majors
Credit: 2 hours

Art 202. Painting
Exploration of materials, techniques, and problems of painting using either oil or acrylic media. Emphasis on representational subject matter including still life and landscape.
Prerequisite: Art 111 or Art 105
Credit: 4 hours (Fall)

Art 203. Ceramics
Exploration of hand building with clay. This class explores the creative possibilities of using stoneware clay and working at the studio table, to design a number of interesting projects. A variety of techniques such as slab work, pinch pot and coil pot methods are part of the syllabus. Wheel throwing concepts introduced. Glaze experimentation make final projects unique. Lab fee.
Prerequisite: Art 112
Credit: 4 hours

Art 206. Watercolor
Exploration of uses and techniques of watercolor painting. Exercises using wash, wet-in-wet, color overlay, and special effects. Painting projects will range from figurative to abstract compositions. Portfolio of watercolor compositions required.
Prerequisite: Art 111 or Art 105
Credit: 2 hours (Spring) Course is repeatable for credit up to 6 hours

Art 207. Surface Design: Dyes & Pigments
Fundamentals of surface design through the use of direct and immersion dyes, batik, stamping and stenciling tools, marbling, and shibori. Experimentation with dyes and pigments on natural fibers. Lab fee.
Prerequisite: Art 108 or Art 111
Credit: 2 hours (Fall) Course is repeatable for credit up to 6 hours

Art 208. History of Art I: Caves to Cathedrals
History of art from the Paleolithic era through Gothic art. Emphasis on the origins and development of styles of painting, sculpture and architecture.
Credit: 2 hours (Fall)

Art 209. History of Art II: Pre-Renaissance to Rococo
History of Western art from the proto-Renaissance through the Renaissance, Mannerism, Baroque and Rococo eras. Emphasis on relationships of artistic innovation to changing political, social and economic concerns.
Credit: 2 hours (Spring)

Art 210. History of Art III: 18th and 19th Centuries
History of Western art of the 18th and 19th centuries. Study of Neo-Classicism, Romanticism, Realism, Impressionism and Post Impressionism.
Credit: 2 hours (Fall)

Art 214. Jewelry
Introduction to basic jewelry design and fabrication. Students learn to use silver and stone in a variety of designs and processes. A study of jewelry making techniques will be covered. Lab fee.
Prerequisite: Art 108 or Art 112
Credit: 4 hours (Spring)

Art 215. Sculpture
Exploration of sculptural processes, emphasizing integration of ideas, materials and techniques. Projects include additive and subtractive methods as well as assembling using clay, stone, metal and wood. Lab fee.
Prerequisite: Art 112
Credit: 4 hours (Fall)

Art 225. Photography: Process and Practice
Exploration of photographic theory, techniques and equipment. Emphasizes the use of the 35 millimeter camera as a creative and expressive tool. Studio work includes darkroom experience in developing and printing black and white film. Student must have 35mm manually adjustable camera. Some cameras are available for loan via application to professor. Lab fee.
Requirement for Art majors
Credit: 4 hours

Art 230. Graphics/ Digital Design
Introduction to the use of the computer as a tool for fine and graphic arts applications. Computer design concepts, terminology and processes explored. Foundations of Adobe Photoshop practiced to compose, edit and retouch images. Visual problem solving in combining image and type. Lab fee.
Prerequisite: Art 108 or Art 111
Credit: 4 hours

Art 302. Advanced Painting
Advanced study of painting techniques in oils or acrylics. Emphasis on individual and creative approaches to medium, composition, subject matter and personal expression. Thematic painting series required.
Prerequisite: Art 202
Credit:: 2 hours, (Spring, odd years) Course is repeatable for credit up to 6 hours.

Art 303. Ceramics: Wheel
Exploration of potter's wheel techniques. Wheel throwing fundamentals such as: centering, making handles, making lids, and plates are practiced. Glaze application and the mixing of glaze ingredients learned. Firing kilns give students the opportunity to know the total process of making pottery from start to finish. Lab fee.
Prerequisite: Art 203
Credit: 2 hours Course is repeatable for credit up to 6 hours.

Art 304. Women in History of Art *(Music/Women's Studies 304)*
Introduction to the accomplishments of women in art. Key women artists and their contributions from Renaissance to the present will be covered.
Prerequisite: Art 209 or Art 210
Credit: 2 hours (Fall, odd years)

Art 305. Advanced Drawing
Advanced study of drawing techniques using pastels, oil pastels, charcoal, conte crayon and graphite. Emphasis on individual expression, large scale drawing and experimental approaches to subject matter.
Prerequisite: Art 105
Credit: 2 hours (Spring, even years) Course is repeatable for credit up to 6 hours.

Art 307. Surface Design: Silkscreen
Fundamentals of silkscreen techniques. Continuation of surface design techniques with projects using multiple-layer dye processes, color discharge, combined techniques for complex surfaces. Construction of pieced fabrics and wall-hangings. Lab fee.
Prerequisite: Art 108 or Art 111
Credit: 2 hours (Spring) Course is repeatable for credit up to 6 hours.

Art 308. Figure Drawing
Drawing from a figure model, focusing on both anatomy and facial structures. Work in dry media in a variety of techniques including gesture and contour drawing.
Prerequisite: Art 105
Credit: 2 hours (Fall) Course is repeatable for credit up to 6 hours.

Art 309. Mixed Media
Exploration of mixed media techniques with an emphasis on development of individual creative process and expression. Students work with a combination of papermaking, drawing, painting, and collage. Both representational and non-objective subject matter encouraged. Lab fee.
Prerequisite: Art 105 & Art 202 or Art 215
Credit: 2 hours, (Fall, odd years) Course is repeatable for credit up to 6 hours

Art 314. Advanced Jewelry
Advanced exploration of jewelry making techniques. Emphasis on development of personal expression and integrated design concepts. Lab fee.
Prerequisite: Art 214
Credit: 2 hours (Spring) Course is repeatable for credit up to 6 hours.

Art 315. Advanced Sculpture
Advanced explorations of sculpture technique focusing on one major sculptural method. Emphasis on craftsmanship and development of personal expression. Lab fee.
Prerequisite: Art 215
Credit: 2 hours (Fall, odd years) Course is repeatable for credit up to 6 hours.

Art 320. Fabrication
Metalworking fabrication techniques. Students will use arc & mig welding and plasma cutting to fabricate large scale sculptural works. Lab fee.
Prerequisite: Art 215
Credit: 2 hours (Fall, even years) Course is repeatable for credit up to 6 hours.

Art 326. Digital Photography
Advanced photographic work emphasizing the use of digital technologies in the photographic process. Includes aspects of digital capture, editing, and output, using Photoshop techniques in the production of finished images for creative and commercial purposes. Studio course. Students provide 6 MP digital camera.
Prerequisite: Art 225 and Art 230.
Credit: 4 hours (Spring)

Art 331. Logos & Letterforms
A digital studio course in the study of logos, letterforms and typographic concepts as elements of graphic communication. Design processes practiced to develop vector graphic logos and symbols using Adobe Illustrator. Lab fee.
Prerequisite: Art 230
Credit 2 hours (Fall, even years) Course is repeatable for credit up to 6 hours.

Art 332. Page Design
Page design concepts explored for the creation of single and multiple page graphic documents. Integration of type, images and other design elements practiced. Computer skills in industry standard Adobe InDesign will be developed. Professional file preparation procedures for print and web practiced. Lab fee.
Prerequisite: Art 230
Credit: 2 hours (Fall, odd years) Course is repeatable for credit up to 6 hours.

Art 333. Digital Painting
Use of digital painting tools available in *Photoshop* and/or *Painter* to create images that simulate traditional artist's media. Focus on fine arts applications of computer graphics. Lab fee.
Prerequisite: Art 230
Credit: 2 hours

Art 340. Intaglio Printmaking
Exploration of intaglio printmaking processes including etching, aquatint and engraving on zinc plates. Image development and printing of small editions required. Lab fee.
Prerequisite: Art 105 & Art 111
Credit: 2 hours (Fall) Course is repeatable for credit up to 6 hours.

Art 341. Relief Printmaking
Exploration of relief printmaking processes including linoleum cuts, wood cuts and monoprints. Image development and printing of small editions required. Lab fee.
Prerequisite: Art 105 & Art 111
Credit: 2 hours (Fall) Course is repeatable for credit up to 6 hours.

Art 365. Art Methods for Elementary Education (K-6) ***(Education 365)***
Comprehensive program of arts/crafts. Variety of drawing and painting techniques and craft processes including printmaking, paper mache, fabric projects, and collage. Portfolio of projects required upon completion of the course. Lab fee.
Prerequisites: Education 301, 330
Credit: 2 hours

Art 366. Teaching Methods for Art Majors (K-6) ***(Education 366)***
Theories and practices influential in contemporary art education for grades K-6. Curriculum planning, practical experiences, and laboratory projects identify problems and explore concepts in elementary and secondary school art. Lab fee.
Prerequisites: Education 301, 330
Credit: 2 hours

Art 367. Teaching Methods for Art Majors (6-12) ***(Education 367)***
Art teaching methods and materials for grades 6-8 and 9-12. Topics include philosophy, curriculum, evaluation, and procedures for art classroom arrangements and management, studio art techniques for specific age levels, mounting and presenting exhibitions, safety factors with art media and tools, methods for research in art history, and portfolio preparation. Lab fee.
Credit: 2 hours

Art 370. Art Internship
A program of work/study, academic and/or studio, off campus at an established art facility or professional artist's studio. Choices will include area museums, galleries, photography studios, graphic design establishments, fashion design, interior design business, etc. The internship will be tailored to area of specialization of each individual student.
Credit: Variable Course is repeatable for credit up to 12 hours.

Art 404. The Creative Process-Research Methods for Artists
Research methods appropriate to the development of individual visual expression explored. Topics include idea generation, sketchbook explorations, media research, and practice with collecting, processing & filtering content.
Prerequisite: Junior level art major
Credit: 2 hours (Spring)

Art 405. Ceramics in History
3 Selected countries in specific centuries in world history chosen for the study of historical ceramics, Countries for consideration: Mexico, China, India, North America, Russia, Egypt, Greece, Portugal, Brazil, Peru, Africa. Lab fee.
Prerequisite: Art 203
Credit: 2 hours (Spring)

Art 406. American Art *(History 406)*
An introduction to American Art and the history of its evolution in light of aesthetic concerns. Study of uniquely American art forms from the colonial period through the mid-20th century.
Prerequisite: Art 209 or Art 210
Credit: 2 hours (Fall, even years)

Art 407. History of 20th Century American Photography
Chronological survey of the peoples, ideas, events and processes which have shaped the medium of photography during the 20th century. Students will explore the ways in which photography has been used as a social, scientific, and political tool and the role of photography as an art form. Lab fee.
Prerequisite: Art 225
Credit: 2 hours (Spring, odd years)

Art 408. 20th Century Art
A history of contemporary European and American Art from the early 20th century up to and including modern movements and current styles in major art media. Some correlation of 20th century music and literature.
Prerequisite: Art 209 or Art 210
Credit: 2 hours (Spring, even years)

Art 413. Advanced Ceramics: Porcelain
Advanced wheel throwing techniques. This study emphasizes the use and appreciation of working with the pure white fine clay, which is porcelain, to create wheel thrown objects. Assignments include utilitarian items such as pitchers and cups, as well as imaginative wall hangings which demonstrate a theme. Kiln firing and glaze calculating required. Lab fee.
Prerequisite: Art 303
Credit: 2 hours (Fall) Course is repeatable for credit up to 6 hours.

Art 450. Senior Exhibit
Research, preparation, presentation, and documentation of senior portfolio exhibition. Demonstration of professional approach and display of selected theme. For art and art/education majors only. Capstone course.
Credit: 4 hours

Art 451. Careers and Professional Practices
Exploration of the practical realities of being an artist. Topics include career options, business practices, image documentation, portfolio preparation, and theme development.
Prerequisite: Junior level art major
Credit: 2 hours (Fall)

Art 452. Portfolio Preparation and Presentation
This course is designed for senior level art majors. Students will prepare professional portfolios of their work in both hard copy and digital forms. Presentation skills will be practiced in preparation for job and graduate school interviews. Lab fee.
Prerequisite: Senior level art major
Credit: 2 hours (Spring)

Art 470. Independent Study
Specialized research or studio work selected by student with approval and supervision by art faculty member.
Credit: 1-4 hours

Art 490. Topics in Non-Western Art History
Overview of the arts of non-western cultures, focusing on aspects of the following regions: Native North American, Africa, Asia, Central and South America. This course will consider creativity and artistic styles, social/cultural significance of specific art objects.
Prerequisite: Art 209 or Art 210
Credit: 2 hours

Art 491. Special Topics in Studio Art
Variable course designed to offer students experiences with art media & techniques which are outside of established curriculum. Specific course description to be announced as course is offered. Lab fee.
Credit: 2 hours
Repeatable with different topics

Art 492. Special Topics in Art History
Variable course designed to offer students advanced art history topics outside of established curriculum.
Credit: 2 hours
Repeatable with different topics

Art 496. Decorative Art and Architecture in London
Study of existing architecture in London and its museums. Includes examination of its history, design, aesthetics, and general concepts.
Credit: 3 hours

Art 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Athletic Training (AT)

Athletic Training 150. Introduction to Athletic Training
An introductory course which includes an overview of the profession of athletic training, the characteristics of an athletic trainer, the history of athletic training and the National Athletic Trainers' Association, and influential leaders who have impacted our profession. Development and tasks of the sports medicine team and an emphasis on medical terminology are included.
Credit: 3 hours

Athletic Training 201. Practical and Emergency Techniques in Athletic Training
The course is designed to prepare athletic trainers to care for emergency situations occurring during athletics and to learn preventive and rehabilitative bracing and taping techniques. Topics include taping/bracing/splinting techniques, the development of sport specific emergency plans, triage, and care of life-threatening and non life-threatening events. In addition, students will be certified in American Red Cross First Aid and CPR for the Professional Rescuer with AED Administration.
Credit: 4 hours

Athletic Training 230. Athletic Training Practicum I
Athletic training skill development in the areas of risk management, injury prevention, taping and padding, acute care of injury and illness, and general medical conditions and disabilities. Field experience under the direct supervision of a certified athletic trainer.
Prerequisite: Admission to the athletic training program
Credit: 2 hours

Athletic Training 235. Athletic Training Practicum II
Advancement of athletic training skills and techniques included in Athletic Training 230. Field experience under the direct supervision of a certified athletic trainer.
Prerequisite: Athletic Training 230
Credit: 2 hours

Athletic Training 255. Applied Nutrition
Basic concepts of nutrition including meal balancing, food grouping, and weight gain/loss coupled with the relationship between nutrition and the human physiological processes.
Credit: 3 hours

Athletic Training 305. Care and Prevention of Athletic Injuries
General introduction to athletic training. Exposure of the student to the recognition of athletic injuries/illnesses and their care and the prevention of future injuries/illnesses.
Credit: 3 hours

Athletic Training 310. Exercise Physiology *(Physical Education 310)*
Study of the physiological effects of exercise on the human body; includes instruction in designing and implementing exercise and conditioning techniques as well as the study of all human biologic systems and how they are influenced/altered by exercise and movement. Three hours lecture; 2 hours lab.
Prerequisites: Athletic Training 312, Biology 315
Credit: 4 hours

Athletic Training 312. Human Structure & Function
Study of the major anatomical and physiological aspects of the human body. Three hours lecture plus lab.
Prerequisites: Biology 120/150; Athletic Training 150/Physical Education 201 or consent of professor
Credit: 4 hours

Athletic Training 315. Anatomical Kinesiology *(Physical Education 315)*
Study of the human body; specifically the musculoskeletal system will be studied in great depth. Students will learn the basic principles of the body in motion in terms of muscles and joints and will apply the knowledge gained to improve performance in motor skills.
Prerequisites: Athletic Training 312, Biology 315
Credit: 3 hours

Athletic Training 320. Rehabilitation Techniques in Athletic Training
Post-injury and post-operative rehabilitation techniques. Study and application of conditioning techniques involved in returning athletes from a post-injury phase to normal athletic activity.
Prerequisite: Athletic Training 315
Credit: 4 hours

Athletic Training 326. Therapeutic Modalities
Clinical treatment of athletic injuries. Practical use of therapeutic modalities and rehabilitation equipment used in the treatment of athletic injuries. A study of the physiological effects, indications and contraindications of each form of treatment.
Prerequisite: (Recommended: Chemistry 100)
Credit: 4 hours

Athletic Training 330. Athletic Training Practicum III
Focuses on previously-developed skills and further includes the reasoning for and uses of therapeutic modalities, assessment and evaluation of injuries and illnesses, and nutritional aspects of injury and illness. Field experience under the direct supervision of a certified athletic trainer.
Prerequisite: Athletic Training 235
Credit: 2 hours

Athletic Training 335. Athletic Training Practicum IV
Designed to prepare athletic trainers to care for emergency situations which occur among athletes. Topics include development of sport-specific emergency plans, triage, and care of life-threatening and non life-threatening events. In addition, students will be certified in American Red Cross Community First Aid and CPR.
Prerequisite: Athletic Training 330
Credit: 2 hours

Athletic Training 400. Athletic Training Seminar
Emphasis placed upon guest lectures by various allied health practitioners. Course topics will expand upon existing knowledge in the areas of assessment of injuries, rehabilitation, surgical procedures, and other associated therapeutic subjects as they relate to athletic training.
Prerequisite: Senior standing in Athletic Training program.
Credit: 2 hours

Athletic Training 410. Organization and Administration of Athletic Training
Students will learn to organize and administer athletic training facilities and athletic training academic programs. Students will also learn how to effectively provide thorough health care coverage to the population for which Certified Athletic Trainers are responsible.
Credit: 2 hours

Athletic Training 422. Upper Extremity Athletic Injury Assessment
An in-depth study of the anatomical, physiological, and pathological processes that occur due to athletic injury. Etiology, mechanisms, signs, symptoms, and special tests associated with head, cervical, spine, shoulder, elbow, wrist and hand injuries will be examined. Practical evaluation skills and injury disposition proficiency will be improved.
Prerequisite: Athletic Training 305
Credit: 4 hours

Athletic Training 426. Lower Extremity Athletic Injury Assessment
An in-depth study of the anatomical, physiological, and pathological processes that occur due to athletic injury. Etiology, mechanisms, signs, symptoms, and special tests associated with thorax, abdominal, thoracic and lumbar spine, hip, knee, ankle, and foot injuries will be examined. Practical evaluation skills and injury disposition proficiency will be improved.
Prerequisite: Athletic Training 422 or consent of professor
Credit: 4 hours

Athletic Training 430. Athletic Training Practicum V
Includes pathology of injuries and illnesses, pharmacology, psychosocial intervention and referral, health care administration, and professional development and responsibilities. Field experience under the direct supervision of a certified athletic trainer.
Prerequisite: Athletic Training 335
Credit: 2 hours

Athletic Training 435. Athletic Training Practicum VI
Advances the skills and techniques included in Athletic Training 430 and represents the completion of the clinical portion of the curriculum. Field experience under the direct supervision of a certified athletic trainer.
Prerequisite: Athletic Training 430
Credit: 2 hours

Athletic Training 440. Legal Aspects of Athletic Training
Course will examine legal issues in Athletic Training and will focus on civil law and litigation that relate to sport participation. The course will give the student a basic understanding of the United States legal system and the anatomy of a lawsuit. Case studies will be utilized to demonstrate the legal boundaries of athletic trainers.
Credit: 3 hours

Athletic Training 480. Pathology and Pharmacology
Students learn about disease manifestations of the body and organ systems, and the athletic trainer's role in assessment and control methods. An overview of general pharmacology, including over-the-counter and major prescription medication, drug interactions, and a description of the role of the athletic trainer in clinical decision-making in common settings
Credit: 2 hours

Athletic Training 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Athletic Training 499. Internship in Athletic Training
Student will complete an internship consisting of a least 160 contact hours in a nearby high school or in a sports medicine clinic. Students will carry out the daily tasks dictated by the setting in which they choose to do their internships. All students must be under the direct supervision of a Certified Athletic Trainer while doing this internship. The Wingate University Athletic Training department will oversee and work in conjunction with the on-site ATC.
Prerequisites: Senior standing, consent of professor.
Credit: 4 hours

BIOLOGY (BIO)

Biology 115. Environmental Biology
Basic concepts of ecosystem structure and function, and varieties of interactions in the environment. Problems of energy and energy flow, resources, disruptive influences, and man's response and responsibility. Three hours lecture, three hours lab.
Credit: 4 hours (Fall)

Biology 120. Human Biology
Biology and man's life cycle; growth and development; physiological control; reproduction and genetics. Three hours lecture, three hours lab.
Credit: 4 hours

Biology 140. Human Genetics
Principles of classical and molecular genetics as applied to the human organism. Laboratory exercises include contemporary aspects of Biotechnology and genetic analysis. Three hours lecture, three hours lab.
For non-Biology majors only
Credit: 4 hours

Biology 150. Principles of Cell and Molecular Biology
Basic concepts of biological science emphasizing cell structure, function, and chemistry; genetics; energetics; and immunology. Prerequisite to all courses Biology 200 level and above. Three hours lecture, three hours lab.
Credit: 4 hours

Biology 200. Zoology
Survey of the biology of the major groups of animals. Phylogenetic relationship is basis for examination of major patterns of structure, physiology, behavior, and natural history. Laboratory includes field work. Three hours lecture, three hours lab.
Prerequisite: Biology 150
Credit: 4 hours

Biology 205. Plant Biology
Survey and natural history of the plant kingdom; plant ecology and adaptation; growth and development and hormonal regulation; plant structure and metabolism; medical and economic significance. Three hours lecture, three hours lab.
Prerequisite: Biology 150
Credit: 4 hours (Fall)

Biology 300. Ornithology
Integrated lecture/laboratory/field study examining the anatomy, physiology, identification, and natural history of birds. Students are expected to supply their own binoculars. Three and one-half hours per week of lecture/laboratory/field study.
Prerequisite: any Biology Lab course, consent of professor.
Credit: 3 hours (Spring, odd years)

Biology 305. Genetics
Mendelian and molecular genetics with a strong emphasis on replication, transcription, and translation. Regulation of gene expression in procaryote and eucaryotes; mutation and DNA

repair, oncogenes and tumor suppressor genes. Three hours lecture, three hours lab.
Prerequisite: Chemistry 101, consent of professor.
Credit: 4 hours (Fall)

Biology 315. Human Anatomy and Physiology
Anatomy and physiology of human organ systems. Laboratory includes whole organ and whole animal dissections, and measurements of physiological processes. Three hours lecture, three hours lab.
Prerequisite: Biology 120 or 150
Credit: 4 hours

Biology 320. Microbiology
Biology of microorganisms with emphasis on bacterial structure, physiology, genetics, medical and ecological importance, basic virology and immunology. Laboratory includes: bacterial identification, based on morphology, staining, and metabolic characteristics; microscopy, culturing and aseptic technique; viral culture and assay; microbiology of food and water. Three hours lecture, three hours lab.
Prerequisite: Chemistry 101, consent of professor
Credit: 4 hours (Spring)

Biology 330. Marine Biology and Oceanography *(Environmental Biology 330)*
Study of the Earth's marine life and ocean ecosystems; ecological relationships among different forms of sea life and their interactions with the physical environment of the world's oceans.
Prerequisites: Environmental Biology/Biology 115 or Biology 150 and 200
Credit: 3 hours

Biology 350. Scanning Electron Microscopy
Theory and practical aspects of scanning electron microscopy; use of the SEM and sample preparation as it applies to the biological sciences. Materials sciences and other microscopy probe techniques and TEM will be discussed. Three hours lecture, three hours lab.
Prerequisite: Consent of professor
Credit: 4 hours (alternate years)

Biology 360. Parasitology
Principles of veterinary and medical parasitology, covering appropriate invertebrate phyla and protozoans. Laboratory exercises will include both parasite identification/diagnosis and collection and preservation techniques. Emphasis will be placed on organisms of veterinary and/or medical importance. Two hours lecture, three hours lab.
Prerequisite: Biology 200; Biology 320 recommended.
Credit: 3 hours (Spring)
Biology 401. Ecology

Patterns of distribution and abundance of organisms, stressing quantitative evaluation of population dynamics, community structure, and ecosystem relations. Energetics and reproductive success are unifying principles. Three hours lecture, three hours lab.
Prerequisite: Consent of professor.
Credit: 4 hours (Fall)

Biology 405. Biology Seminar/
Selected topics in biology involving student presentations and discussions. Capstone course in the major. Two hours lecture.
Prerequisite: Consent of professor.
Credit: 3 hours (Spring)

Biology 412. Physiology of Reproduction
Functional and anatomical processes that control reproduction in mammals and avian species. Laboratory will include gross anatomical dissection and microscopic study of the male and female reproductive system, studies of endocrinology associated with embryonic development and pregnancy, palpation and ultrasonography of pregnancy, and reproductive management of mammals. Three hours lecture, three hours lab.
Prerequisites: Biology 315 or consent of professor.
Credit: 4 hours (Fall, alternate years)

Biology 413. Pathophysiology
A conceptual course focusing on underlying principles of pathophysiology. Course topics will include cell injury, inflammatory processes, neoplasia, metabolic disturbances, pain, degenerative processes, and general dysfunction of organ systems.
Prerequisites: Biology 305 and Biology 315 or Biology 320 or consent of professor.
Credit: 3 hours

Biology 415. Histology
Microscopic anatomy and identification of cells, tissues, and organs; introduction to histological techniques and preparation. Three hours lecture, three hours lab.
Prerequisite: Biology 315 or consent of professor.
Credit: 4 hours (Spring, odd years)

Biology 420. Immunology
Study of the molecules, cells and tissues involved in the immune response. Emphasis is placed on the medical aspects of immunology, and the application of immunological techniques to other area of biological investigation. Three hours lecture.
Prerequisite: Biology 320 or consent of professor.
Credit: 3 hours (alternate years)

Biology 424. Principles of Biochemistry *(Chemistry 424)*
Structure and function of proteins, carbohydrates, and lipids. Pathways of intermediary metabolism emphasizing cellular location, thermodynamics, and regulation of rate-limiting enzymes. Signal transduction across membranes, and integration and hormonal regulation of metabolism. Three hours lecture.
Prerequisites: "C" or above in Chemistry 202; Biology 150
Credit: 3 hours (Fall)

Biology 425. Biochemistry *(Chemistry 425)*
Structure and function of proteins, carbohydrates and lipids. Pathways of intermediary metabolism emphasizing cellular location, thermodynamics and regulation of rate-limiting enzymes. Signal transduction across membranes, and integration and hormonal regulation of metabolism. Three hours lecture, three hours lab.
Prerequisites: "C" or above in Chemistry 202; Biology 150
Credit: 4 hours (Fall)

Biology 430. Wildlife Management *(Environmental Biology 430)*
Basic principles of wildlife management; study of how wildlife populations are maintained in natural and disturbed communities.
Prerequisites: Environmental Biology/Biology 115 or Biology 150, 200
Credit: 3 hours

Biology 442-444. Independent Study
Individual study of a topic of interest and concern to the student. May involve directed reading and/or experimental work in consultation with and supervision by a biology faculty member. May be repeated for credit *(with approval of biology faculty)*. Offered on demand.
Prerequisite: 2.0 GPA; approval of Biology chairperson and Dean of the College 30 days prior to study
Credit: 2-4 hours

Biology 450. Evolutionary Biology
Principles of modern evolutionary thought; an investigation of the molecular mechanisms, patterns, and consequences of genetic change at the cellular, organismic, and population level.
Prerequisites: Biology 305, Biology 401; Biology 320 strongly recommended.
Credit: 2 hours (Spring)

Biology 491-493. Special Topics in Biology
Special topics of interest in Biology. May be repeated for a maximum of six hours.
Prerequisite: Junior/Senior standing and consent of professor.
Credit: 1-3 hours

Biology 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Biology 499. Biology Internship
Field experience in biology through internship or volunteer opportunity. An acknowledged learning agenda between the supervisor and student is recognized; the student and supervisor will set goals to be met during the internship.
Prerequisites: 2.0 GPA; approval of Biology Chair and Dean of the College of Arts & Sciences
Credit: 4 hours

BUSINESS (BUS)

Business 101. Introduction to Business
Role of business in society; careers in business; and introductory material concerning each of the functional areas of business studies.
Credit: 3 hours

Business 305. Legal Environment of Business
General principles of law applicable to the business setting and how they are integrated into the business environment by way of problem solving and decision making. Credit may not be applied toward graduation for 303, 304. Course only available to junior and senior business majors.
Credit: 3 hours

Business 308. Business Statistics
Use of statistics for decision making; statistical description; frequency distributions; significance testing, sampling and other statistical techniques as applied to business problems.
Prerequisite: Math 117 or 120
Credit: 3 hours

Business 323. Production and Operations Management
Plant location, layout, and efficient operation. Includes practical applications of quantitative techniques such as linear programming, waiting-line problems, inventory control, and network analysis.
Prerequisite: Business 308, Management 302
Credit: 3 hours

Business 405. Global Business
Introduction to managing and marketing in a global economy. Emphasis on the impact of political, legal, economic, and cultural variables due to government's policies; consumer values, attitudes and lifestyles; variations in product and technology life cycle; and resource availability.
Prerequisites: Management 302, Marketing 301
Credit: 3 hours

Business 413. Special Topics in Business
Special topics relating to management science or other specialized topics in business. May be taken at the junior or senior level and up to three times as topics will vary.
Prerequisite: Consent of professor
Credit: 3 hours

Business 417. Business Strategy
Capstone course for knowledge of the various functional areas of business from a top management viewpoint of company operations. Focus on top management's role in strategy formulation and long-range planning in a dynamic environment. Capstone course for Accounting, Finance, Management, and Marketing majors.
Prerequisites: Accounting 254, Economics 222, Finance 318, Management 302, Marketing 301, Senior classification.
Credit: 3 hours

Business 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Business 498. Independent Study
Requires consent of the Dean of the School of Business. Must be approved and supervised by a faculty member.
Credit: 3 hours

Business 499. Internship in Business
Requires consent of the Dean of the School of Business. Must be approved and supervised by a faculty member.
Credit: 3 hours

CHEMISTRY (CHEM)

Chemistry 100. Fundamentals of Chemistry
Major concepts of general chemistry. Atomic and molecular structure, bonding, types of reactions, acid-base chemistry, solution chemistry, equilibrium, oxidation-reduction and an introduction to organic chemistry. Three hours lecture and three hours lab per week.
Credit: 4 hours

Chemistry 101. Principles of Chemistry I
The first half of an integrated two-semester sequence. Coverage includes the nature of matter, chemical equations and stoichiometry, gases, and chemical equilibrium. Three hours lecture and three hours lab per week.
Credit: 4 hours (Fall)

Chemistry 102. Principles of Chemistry II
Second of a two-part integrated sequence. Thermochemistry and equilibria, electrochemistry and oxidation-reduction, chemical kinetics, atomic structure (quantum mechanics), chemical bonding, and spectroscopy. Three lecture and three hours lab per week.
Prerequisite Chemistry 101 with at least a "C"
Credit: 4 hours (Spring)

Chemistry 201. Organic Chemistry I
Chemical bonding; introduction to stereochemistry and spectroscopy; survey of common functional groups. Three hours lecture, three hours lab.
Prerequisite: Chemistry 102 with at least a C
Credit: 4 hours (Fall)

Chemistry 202. Organic Chemistry II
Continuation of functional group survey with emphasis on selected topics of biological importance. Three hours lecture, three hours lab.
Prerequisite: Chemistry 201 with at least a C
Credit: 4 hours (Spring)

Chemistry 291, 292. Introduction to Chemical Research I & II
An introduction to the development, methodologies, management, and presentation of chemical ideas, proposals, and research. The topics will also include current awareness methods, the laboratory notebook, ethics in research, library and Internet resources, the use of Chemical Abstracts, and presentations by students and faculty. Student affiliation in the American Chemical Society is required. One lecture per week.
Prerequisites: Sophomore level or consent of professor.
Credit: 1 hour

Chemistry 311. Physical Chemistry I
A detailed study of gas laws, general thermodynamics, chemical thermodynamics, and equilibrium. Three hours lecture, three hours lab. Capstone course in the major.
Prerequisite: Chemistry 202, Math 220, Physics 202/consent of professor.
Credit: 4 hours

Chemistry 312. Physical Chemistry II
A detailed study of kinetics, quantum mechanics, spectroscopy, and solid-state properties. Three hours lecture, three hours lab. Capstone course in the major.
Prerequisite: Chemistry 311
Credit: 4 hours

Chemistry 331. Analytical Chemistry I
A study of the methods, techniques, and problems in chemical analysis. Includes error analysis; equilibrium analysis focusing on acid-base, complexation, precipitation, and oxidation-reduction reactions; introductory spectroscopy; and chromatography covering both gas and liquid techniques. Three hours lecture, three hours lab.
Prerequisite: Chemistry 102
Credit: 4 hours (Fall)

Chemistry 332. Analytical Chemistry II/
Basic instrumental analysis featuring electronic, electrochemistry, atomic spectroscopy, molecular spectroscopy, and NMR. Three hours lecture, three hours lab.
Prerequisite: Chemistry 331
Credit: 4 hours (Spring, odd years)

Chemistry 391, 392. Junior Research I & II
The active investigation of a chemical research problem under the direct supervision of the chemistry faculty. Includes participation in the CHEM 291, 292 Introduction to Chemical Research course. One lecture and one lab per week.
Prerequisite: Junior level and consent of professor.
Credit: 2 hours

Chemistry 413. Inorganic Chemistry
A unified study of the non-carbon elements with an emphasis on properties, periodic trends, and reactions. Three hours lecture and three hours lab.
Prerequisite: Chemistry 202
Credit: 4 hours

Chemistry 420. Advanced Organic Chemistry
Application and extension of topics of Chemistry 202. Stereochemistry, synthesis and hetero-organic compounds. Three hours lecture, three hours lab.
Prerequisite: Chemistry 202
Credit: 4 hours

Chemistry 424. Principles of Biochemistry *(Biology 424)*
Structure and function of proteins, carbohydrates, and lipids. Pathways of intermediary metabolism emphasizing cellular location, thermodynamics, and regulation of rate-limiting enzymes. Signal transduction across membranes, and integration and hormonal regulation of metabolism. Three hours lecture.
Prerequisites: "C" or above in Chemistry 202; Biology 150
Credit: 3 hours (Fall)

Chemistry 425. Biochemistry *(Biology 425)*
Structure and function of proteins, carbohydrates and lipids. Pathways of intermediary metabolism emphasizing cellular location, thermodynamics and regulation of rate-limiting enzymes. Signal transduction across membranes, and integration and hormonal regulation of metabolism. Three hours lecture, three hours lab.
Prerequisites: Chemistry 201, 202
Credit: 4 hours (Fall)

Chemistry 450. Hazardous Materials and Chemical Safety
Properties and reactions of hazardous materials. Fire prevention and control, chemical storage and labeling, safety procedures, and transportation regulations. Three hours lecture/demonstration.
Prerequisite: Chemistry 202
Credit: 3 hours

Chemistry 470. Current Topics in Chemistry
Investigation of chemical topics of current interest. The choice of topics will be based on the students' backgrounds and interests, the topics of current interest in the chemical literature, and those topics that would supplement the students' other chemistry courses.
Prerequisite: Chemistry 202
Credit: 3 hours

Chemistry 491, 492. Senior Research I & II
An active investigation of a chemical research problem under the direct supervision of the chemistry faculty. Includes participation in the CHEM 291,192 Introduction to Chemical Research course. One lecture and two labs per week.
Prerequisite: Senior level and consent of professor.
Credit: 3 hours

Chemistry 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Chinese (CHIN)

Chinese 101. Elementary Chinese I
Chinese 101 is the first half of a year-long elementary level course in Modern Standard Chinese (commonly known as *Putonghua* in China, *Guoyu* in Taiwan and Hong Kong, *Huayu* in Southeast Asia, or Mandarin in the rest of the world.) The course is designed for students who have little or no prior experience in the language. While knowledge of reading and writing (by hand and via computer) is part of the curriculum, the emphasis will be on training in standard pronunciation, circumstantial listening comprehension, and oral usage of grammar and vocabulary. The class will be conducted in both English and Chinese; computer-assisted technology and online course materials are an integral part of instruction.
Credit: 3 hours

Chinese 102. Elementary Chinese II
Chinese 102 is the second half to a year-long elementary level course in Modern Standard Chinese. Chinese 102 builds on the basics of the language introduced in Chinese 101 and advances students' communicative skills in everyday settings. Course content centers around vocabularies and sentence patterns that are most essential, but is largely devoted to oral practice and sharpening students' listening comprehension. Students will compose and read their own short narratives. Computer-assisted technology and online course materials are an integral part of instruction
Credit: 3 hours

Chinese 104. Intensive Elementary Chinese
Chinese 104 is an elementary level course in Modern Standard Chinese (commonly known as Mandarin). In an intensive formula, the course meets six hours a week in the spring semester. By the end of the semester, students are expected to reach the level of fluency and efficiency equivalent to those who complete the one-year-long Elementary Chinese 101 and 102 sequence. Students can use the six credits they earn from the course to fulfill their one-year foreign language requirement.
Credit: 6 hours

Chinese 201. Intermediate Chinese I
Chinese 201 is the first half of a year-long intermediate level course in Modern Standard Chinese. Based upon the basic skills of listening, speaking, reading, typing and writing that students have developed through Elementary Chinese, Chinese 201 is designed to advance students' communicative skills in everyday settings. While its course content will focus on vocabularies and sentence patterns that are contemporary and most essential, class hours for Chinese 201 will be largely devoted to oral practice and to sharpen students' listening comprehension. Students will also be taught to use dictionaries and are expected to make progress in their reading ability. By the end of the semester, students will become familiar with the basics of Chinese WebPages and begin to be able to compose their own short essays in Chinese. Computer-assisted technology and online course materials are an integral part of the instruction for Chinese 201.
Credit: 3 hours

Chinese 202. Intermediate Chinese II
Based upon the basic skills of listening, speaking, reading, typing and writing that students have developed through Chinese 101, 102, and 201, Chinese 202 is designed to advance students' communicative skills in everyday settings. While course content will focus on vocabulary and sentence patterns that are contemporary and most essential, class hours will be largely devoted to oral practice and to sharpening students' listening comprehension. To develop their ability to

articulate in Chinese experiences and ideas that are more complex, students are required to keep weekly journals. While online course materials provided by the textbook publishers are an integral part of the instruction in the course, students will also be assigned to study audio materials which the professor may choose from the media such as BBC Chinese Service, Voice of America Chinese Service, CCTV.
Credit: 3 hours

COMMUNICATION (COMM)

Communication 101. Public Speaking
Fundamental techniques and basic principles essential to effective public speaking.
Credit: 3 hours

Communication 102. Workshop
Workshop in writing news and feature stories, preparing lay-out, and copy editing coordinated with production of student publications. May be repeated once.
Credit: 1 hour

Communication 201. Mass Communication
Role of mass media in American society. Emphasis on the impact of technological, economic, social, and governmental factors.
Credit: 3 hours

Communication 210. Voice and Diction
Principles of speech production and techniques of good articulation and vocal variety.
Credit: 3 hours

Communication 250. Visual Communication
The study of visual theory and practices of visual communication. Involves production of short video programs and editing. Students typically create a news package and/or photography, video or web-based projects. May involve initial exposure to principles of film-making.
Credit: 3 hours

Communication 301. Great World Speeches
Rhetorical and critical/cultural analysis of significant speakers and speeches in American and international cultures. Attention to the power of oral discourse in culture; writing critical papers on the past, present and future impact of speeches studied.
Credit: 3 hours

Communication 310. Public Relations: Principles and Practices
Definition of public relations, identification of publics and overview of public relations practice in for profit and non-profit settings. Media relations, crisis communications.
Prerequisite: Communication 355
Credit: 3 hours (Spring)

Communication 315. Public Relations: Cases, Campaigns and Strategies
Use of the case study methods to devise solutions to public relations problems, design and execution of public relations campaigns. (Even number Spring semesters or as needed).
Prerequisite: Communication 355
Credit: 3 hours (Even number Spring semesters or as needed)

Communication 320. Writing for the Media
Writing messages targeted for distribution through channels such as Radio, Television, and the Internet. Emphasis on unity, economy, and appropriateness to medium.
Prerequisites: English 101, 102, consent of professor
Credits: 3 hours

Communication 335. Oral History
The collection, interpretation, and preservation of spoken remembrances and first-hand accounts.
Prerequisite: Communication 250
Credit: 3 hours

Communication 340. Intercultural Communication
Examination of the influence of cultural difference on communication.
Credit: 3 hours (Spring, even years)

Communication 345. Mass Media Law and Ethics
Laws and regulations concerning the mass media, to include privacy, libel, broadcast, and advertising regulations. Ethical considerations in gathering and presentation of news.
Credit: 3 hours (Fall)

Communication 350. Oral Interpretation
Introduction to selection, analysis, and presentation of literature through performance.
Prerequisite: Communication 210, (6) hours of literature.
Credit: 3 hours

Communication 355. Newswriting
Fundamental principles of news gathering and newswriting; study of news and news values. Enrolled students assist in the production of the *Weekly Triangle.*
Credit: 4 hours

Communication 400. Workshop in Broadcast Journalism
Producing, writing, editing, and reporting campus news and feature stories.
Prerequisite: Communication 250 or consent of professor. May be repeated.
Credit: 1 hour

Communication 405. News Editing
Copy editing, make-up, headline writing, picture editing, typography and printing, and mass media law. Enrolled students assist in the production of the *Weekly Triangle.*
Prerequisite: Communication 355
Credit: 4 hours (Fall, odd years)

Communication 410. Persuasion
The study of theories of social influence and persuasion from the Classical period to the present. Emphasis on understanding the role of persuasion in cultural and individual contexts such as mass mediated, visual, interpersonal, public argument and in major careers and professions (law, medicine, media, government, public relations, business). Application of theoretical concepts in oral and written projects.
Credit: 3 hours (Fall/Spring odd years)

Communication 415. Interpersonal Communication
Principles and techniques of effective dyadic and interpersonal communication.
Credit: 3 hours

Communication 420. Internship in Communication
Directed field experience in selected areas of communication. Requires consent of the dean of the School of Communication. *(See Chapter 4, practicum, field experience, and internship.)* Students are under the supervision of Wingate University faculty.
Credit: 3-12 hours

Communication 425. Sports Reporting
Application of the principles of news reporting and writing to sports-related topics.
Prerequisite: Communication 355
Credit: 3 hours (Spring, even years)

Communication 435. Feature Writing
Feature article writing for newspapers and magazines with frequent writing assignments aimed toward publication.
Prerequisite: Communication 355
Credit: 3 hours (Spring)

Communication 440. Documentary
Examination of important non-fiction films and video programs from Lumiere to the present. Emphasis is on structure, argument, and individual style. In-class viewing and discussion; out-of-class analysis of selected programs. Research and writing of a feature length documentary script.
Credit: 3 hours (Spring)

Communication 445. Advanced News Reporting
An introduction to public affairs reporting and advanced information gathering techniques. Use of public records, databases and other computer-based resources.
Prerequisite: Communication 355
Credit: 3 hours (Fall, even years

Communication 449. Independent Study
Pursuit of a special project in communications. Requires consent of professor and Dean. May be repeated for a total of six credit hours. *(See Chapter 4, independent study.)*
Credit: 3 hours

Communication 450. Group Communication
Exploration of communication processes in groups. Emphasis on techniques of group decision making and problem solving.
Credit: 3 hours

Communication 460. Special Topics in Communication
Special topics relating to journalism, media arts, public relations, theater, or speech communication. May be taken up to three times as topics vary.
Credit: 3 hours

Communication 465. Nonverbal Communication
Analysis of nonverbal human communication and its significance in various settings
Credit: 3 hours

Communication 470. Political Communication
The purpose of this course is to study the nature and function of political communication in different historical and cultural contexts. Special attention will be given to the roles of language and visual imaging in politics. Political campaigns, political issues, and the role of mass media in politics will be considered.
Credit: 3 hours

Communication 475. The Rhetoric of Social Movements
This course examines the role of communication in major social movements in American and international history. These include the Civil Rights Movement, the Labor Movement, the Women's Movement for Suffrage and Liberation, Anti-War Movements, Anti-Apartheid Movements, and Environmental Movements.
Prerequisite: junior class standing
Credit: 3 hours

Communication 497. Exit Examination
Required of majors in the last semester before graduation. Graded on a P/F basis.
Credit: 0 hours

Computer Science (CS)

Computer Science 104. Introduction to Computers and Applications
Fundamentals of computers and development of basic application skills are taught using a "hands on" approach. The course includes an introduction to computer terminology, operating systems, networks and hardware. Internet research techniques will also be developed.
Credit: 3 hours

Computer Science 110. Computing for the 21st Century
Introduces computers as tools for communicating in the information age. Topics to be covered include introductions to computer hardware, the operating system, the Internet, and number of applications which can be used to communicate information and ideas.
Credit: 3 hours

Computer Science 120. Introduction to Programming I
Introduces the student to the basic concepts of the discipline of computing, emphasizing elementary facts concerning computer architecture, programming languages, software methodology, and algorithms. Considerable time is devoted to learning how to solve problems using an appropriate programming language. Basic principles of program design and implementation are introduced. Abstract data types, sorting and searching are treated at an elementary level.
Credit: 3 hours

Computer Science 220. Introduction to Programming II
Continuation of the introduction to computer programming, with an emphasis on Object Oriented Programming & Design concepts, including classes, inheritance, function overloading and overriding, etc. Additional concepts related to the storage and manipulation based on dynamic storage allocation will also be examined.
Prerequisite: Computer Science 120
Credit: 3 hours

Computer Science 256. Desktop Publishing *(English 256)*
An introduction to desktop publishing and fundamentals of design, including lay-out, formatting, imaging, and publishing. Assignments will include letterhead design, brochures, manuals, newsletters, and web pages using desktop publishing software and equipment.
Prerequisite: English 102
Credit: 3 hours

Computer Science 270. Intermediate Programming
This course picks up where the introductory computer programming sequence leaves off, with an emphasis on the program development process used to develop larger programming systems. Additional OOP constructs & concepts, as well as those related to the storage and manipulation of data, based on dynamic storage allocation, will also be examined.
Prerequisite: Computer Science 220
Credit: 3 hours

Computer Science 302. Database Management Systems
Design and management of database systems. Management of data resources to support information systems in organization will also be considered.
Prerequisite: Computer Science 220
Credit: 3 hours (Spring, even years)

Computer Science 320. Data Structures
Examination of some of the major structures used to store data in a computer program, along with the algorithms for manipulating data. The structures examined in this course will be selected from those supported in many programming languages via software libraries (containers which can be used to store data). Static and dynamic implementations of these structures will be examined and developed using an object oriented programming approach.
Prerequisites: Computer Science 270
Credit: 3 hours (Spring)

Computer Science 325. Windows Programming
Introduces the development of programs designed to run in a windows environment. Topics include event-driven programming, graphical user interface (GUI) design and implementation, exception handling, and additional object oriented programming concepts.
Prerequisite: Computer Science 220
Credit: 3 hours (Fall, even years)

Computer Science 330. Management Information Systems
Designed to provide an appreciation for the role computer systems play in a business environment. Topics will include an introduction to relational database management systems, how to manage and access information in a relational database, and various business related software applications.
Prerequisite: Computer Science 104/110/120
Credit: 3 hours

Computer Science 331. Internet Programming
Designed to familiarize students with current and emerging technologies for Internet programming. Methods covered will include both client and server side technologies. The course will

emphasize scripting languages, database connectivity, and software development methodology. Students must complete a major project. This will include designing a Web site. The exact nature of the project will be determined by the student in conjunction with the professor.
Prerequisite: Computer Science 220
Credit: 3 hours (Spring, odd years)

Computer Science 335. Computer Organization
Introduces students to the major hardware components of a computer system and to the organization of a computer as a hierarchy of hardware and software. The basic functional units of a computer system will be examined, along with the following levels in the hierarchy: digital logic, microprogramming, conventional machine language, assembly language, and operating system.
Prerequisite: Concurrent with Computer Science 220
Credit: 3 hours (Fall, even years)

Computer Science 416. Computer Networks
Basic concept of data communication, networking and connectivity; knowledge of the structure and operation of a computer network operating system; strategies and procedures required to manage a network of computers and users. Various internet protocols will also be considered.
Prerequisite: Computer Science 430
Credit: 3 hours (Fall, odd years)

Computer Science 430. Operating Systems
This course provides a thorough introduction to operating systems. Operating systems topics include tasking and processes, processes coordination and synchronization, physical and virtual memory organization, file systems, communications and networking, distributed operating systems and real-time concerns.
Prerequisites: Computer Science 335
Credit: 3 hours (Spring, odd years)

Computer Science 440. Distributed Computing
This course introduces the design, management and programming of distributed software systems, and examines the underlying technologies used to develop distributed applications. Students are required to produce a research paper about a topic related to the course material.
Prerequisite: Computer Science 320
Credit: 3 hour (Spring, even years)

Computer Science 450. Theory of Computation
This course introduces the theory of computability, including important results from the study of automata and formal languages. The course begins with a discussion of automata and their relationship to regular, context free and context-sensitive languages. General theories of computability are presented, including Turing machines, recursive functions and lambda calculus. Notions of decidability and undecidability are discussed and this is related to complexity analysis. Finally, approaches to formal program semantics are presented and analyzed, leading to a brief introduction to the topic of formal program semantics are presented and analyzed, leading to a brief introduction to the topic of formal program verification.
Prerequisites: Computer Science 320 and Math 242
Credit: 3 hours (as necessary)

Computer Science 460. Computer Science Projects
Explores the development of a major programming project in a high-level programming language. This is the capstone course for the Computer Science major. Completion of the course and project with a grade of B or better will satisfy the exit requirement for the major. This course can be taken more than once, as long as the topic covered is different each time.
Prerequisite: Junior/Senior status, Computer Science 440, and Departmental Approval
Credit: 3 hours (Spring)

Computer Science 490. Advanced Topics in Computer Science
Provides an in-depth exploration of an advanced topic in computing. Starting with an examination of current literature, the course introduces a topic which is not currently part of the department curriculum, or examines a topic which is part of the curriculum in more detail. Students are required to write about and present a topic related to the course material. This course can be repeated under a different topic.
Prerequisite: Computer Science 320
Credit: 3 hours (Spring, odd years)

Computer Science 498. Independent Study
Designed for students who wish to undertake an in-depth examination of a computer science related topic which is not currently part of the department curriculum, or a more in depth examination of a topic covered in another course in the curriculum. The project will be carried out under the direction of a faculty sponsor.
Prerequisite: Junior/Senior Status, Faculty Sponsor Approval, and Department Approval
Credit: 1-3 hours

Computer Science 499. Internship in Computer Science
Requires consent of the Dean of the School of Arts and Sciences and the VP of Academic Affairs. Must be approved and supervised by a Computer Science faculty member.
Credit: 3-6 hours

Creative Writing (ENG)

Creative Writing 330. Poetry and Creative Writing *(English 330)*
Poetry from various periods and countries with emphasis on structure and meaning combined with creative writing techniques.
Prerequisite: English 102
Credit: 3 hours (Spring)

Creative Writing 335. Fiction-Writing *(English 335)*
The study of the craft of fiction (structure, scene, setting, characterization, dialogue, atmosphere, point of view, theme) in published models and in the production/revision of student work. Student writing examined in class and in conference with professor. Not for Core or literature credit.
Prerequisite: English 102
Credit: 3 hours

Creative Writing 336. Drama/Script-Writing *(English 336)*
Study of the craft of telescripting, screenwriting, and the stage play. Emphasis on published models and productions. Student writing examined in class and in conference with professor. Not for Core or literature credit.
Prerequisite: English 102
Credit: 3 hours

Creative Writing 337. Writing Creative Nonfiction *(English 337)*
Study of literary autobiographies and essays as the basis for the composition of original creative nonfiction. Major project will be the composition and revision of 30-40 pages of original creative nonfiction. Not for Core or literature credit.
Prerequisite: English 102
Credit: 3 hours

Economics (ECON)

Economics 221. Principles of Microeconomics
An introduction to price theory and forms of market organization. This includes the theory of demand and supply for goods and services and an analysis of how markets operate to produce and allocate those goods and services.
Credit: 3 hours (Recommended Fall)

Economics 222. Principles of Macroeconomics
An introduction to the macro-economy including economic growth and national income, money and inflation, employment and business cycles. Current topics may be included.
Prerequisite: Economics 221 or consent of professor. Computer Science 110 is recommended
Credit: 3 hours (Recommended Spring)

Economics 290. The Foundations of Capitalism in U.S. Economic History
Investigate the foundations and origins of capitalism beginning with the early writings of economic thought and the evolution of the market system. Seeks to understand why markets have flourished in the U.S. economy and what are the nature and causes of market disruptions, while also examining the historical significance American political freedom has played in the capitalist system.
Credit: 3 hours (Fall)

Economics 321. Intermediate Microeconomics
Intermediate level treatment of the theory of price. Topics include consumer demand, production theory, factor pricing, and market structures.
Prerequisite: Economics 221, 222, with a "C" or better.
Credit: 3 hours (Fall)

Economics 322. Intermediate Macroeconomics
Intermediate level treatment of theories of national income determination and growth, business cycles and employment, inflation and the general price level.
Prerequisite: Economics 221, 222, with a "C" or better.
Credit: 3 hours (Spring)

Economics 413. Special Topics in Economics
Special topics relating to labor markets, public policy, industrial organization, sports economics, or other applied micro or macro topics. May be taken at the junior or senior level and up to three times as topics will vary.
Prerequisite: Consent of professor
Credit: 3 hours

EDUCATION (ED)

Education 299. Special Topics in Education
Special topics related to public education in the U.S., comparative education, focused investigations, and student special interests. May include travel and/or other field experiences (proportional to credit hours). Offered only as needed and/or upon request. This course cannot be used as a substitute for any other education course.
Prerequisite: Variable by topic
Credit: 1-3 hours

Education 301. Foundations of Education
Historical, philosophical, and social foundations of education; the governance of education; patterns of school organization; trends in education; and professionalism. Intended to assist in the decision to pursue a career in education. Field experience includes 10 hours of observation/participation in a public school classroom.
Credit: 3 hours

Education 303. Educational Psychology
Theories of learning; maximizing learning and retention; motivation; classroom management and control; working with disadvantaged and gifted learners; fostering creativity; testing and evaluation. Includes 12 hours of field experience. Projects focused at licensure level.
Prerequisite: Sophomore standing/consent of professor.
Credit: 3 hours

Education 305. Special Education
Basic/general knowledge concerning identification, characteristics, needs, and trends in the educational programming for children with handicapping conditions. Includes 12 hours of field experience.
Prerequisite: Education 303
Credit: 2 hours

Education 307. Language Arts Methods (K-8)
An overview of methods and techniques for teaching basic communication skills; principles and techniques of language arts instruction; integration of Language Arts and the other subjects, preparation and use of lesson plans, and a 15 hour field-based tutorship.
Prerequisites: Education 301, 330
Credit: 3 hours (Spring)

Education 308. Reading Foundations K-8
Emphasis will be placed on the reading process, readiness for reading instruction, methods of teaching reading, attitudes regarding reading, cultural diversity as it affects learning to read and the teaching of reading, essential skills related to word processing and comprehension, and the interrelatedness of all modes of communication. Different types of reading materials will be evaluated and current literature on the teaching of reading, as well as current public school practices will be discussed. Includes a 15-hours field-based experience.
Prerequisites: Education 301, 330
Credit: 3 hours (Spring)

Education 321. Diagnosis and Correction of Reading and Learning Problems
Strategies for diagnosing difficulties in reading and other subject areas, writing individual educational prescriptions, implementing individualized programs of instruction, conferring with parents, and utilization of other professional resources. Involves a comprehensive case study and a 15-hours field-based experience Projects focused at licensure level.
Prerequisites: Education 301, 308, 330
Credit: 3 hours (Fall)

Education 322. Teaching Reading in the Content Areas
Strategies for teaching pertinent reading skills including word analysis and work-study skills in major content areas; techniques for assessing readability and other characteristics of textbooks as well as determining the reading levels of students; non-reading alternatives for helping non-reading students. Projects focused at licensure level. 15 hour field-based tutorship.
Prerequisites: Education 301, 330
Credit: 3 hours (Fall)

Education 323. Children's Literature (K-6)
Study of literary preferences and needs of children in grades K-6. Methods and techniques for presenting literature, including story telling, puppetry, creative dramatics, and story reading. Development of a resource file of titles and descriptions for use in teaching. Includes 12 hours of field experience.
Prerequisites: Education 301, 330
Credit: 3 hours (Spring)

Education 324. English Methods for Secondary Teachers
Methods, materials, techniques, and content for teaching English on the secondary level. Sources and uses for supplementary materials, activities, and devices. Includes component on the writing process. Simulated or real field experience. Open only to English majors seeking secondary education licensure. Capstone course in English and Education major. Includes 15 hours of field experience.
Prerequisites: Education 301, 330
Credit: 3 hours (Fall)

Education 325. Adolescent Literature (6-9, 9-12)
Literary preferences and needs of students at the middle and secondary levels. Includes the use of creative dramatics and story reading. Development of a resource file of titles and descriptions for use in teaching. Projects focused at licensure level. Includes 10 hours of field experience.
Prerequisites: Education 301, 330
Credit: 3 hours (Spring)

Education 330. Curriculum and Instruction
Concepts of curriculum theory, curricular design, curriculum planning, test design and interpretation, classroom organization and management, the special child. Audio-visual component. Ten hours field experience. Projects focused at certification level. For all teacher education majors.
Prerequisites: Education 301, 303, and acceptance into the Teacher Education program.
Credit: 3 hours

Education 331. Middle Grade Curriculum and Instruction
Uniqueness of Middle Grade; curriculum content and structure, instruction, motivation, general teaching methodologies, remediation, enrichment strategies, appropriate test and evaluation strategies. Includes 15 hours field experience appropriate to concentrations. For all Middle Grade education majors.
Prerequisites: Education 301, 330
Credit: 3 hours (Spring)

Education 335. Classroom Strategies for the Secondary (9-12) Teacher
This course will provide an introduction to teaching methods that are common to all subjects at the secondary level. Topics will include cooperative learning, discovery learning, direct instruction, questioning techniques, differentiation of instruction for diversity, appropriate use of technology, and basic issues of assessment. Includes approximately 12 hours of field observation and participation.
Prerequisites: Education 301, 303, 330
Credit: 2 hours (Spring, alternate years)

Education 353. Science Methods (K-6)
Content, material and strategies for teaching science in grades K-6. Simulated and classroom science teaching experience appropriate for student goals. Development of lesson plans, a unit, discovery oriented activities, technology resources for instruction, and long term observational experiments. Includes 10 hours of field experience.
Prerequisites: Education 301, 330
Credit: 3 hours (Fall)

Education 354. Middle Grade and Secondary Science Methods
Methods, materials, techniques and relevant content for teaching science on the Middle Grade (6-9) and secondary (9-12) levels. Development of lesson plans, a unit, demonstrations, labs, long term experimentation, and technology resources for instruction along with stimulated and field teaching experiences.
Prerequisites: Education 301, 330
Credit: 3 hours (Fall)

Education 358. Mathematics Methods (K-6)
An overview of the essential components basic in mathematics; methods and techniques for teaching mathematics in the elementary grades; diagnosis and correction techniques; integration within mathematics and with other subjects; techniques for working with the special child; selection and use of technology in the teaching of mathematics; design and use of lesson plans. Includes approximately 12 hours of field experience and participation.
Prerequisites: Education 301, 330
Credit: 3 hours (Fall)

Education 359. Middle Grade Mathematics Methods
An overview of the essential components in Middle Grade mathematics. Methods and techniques for diagnosing, correcting, teaching and evaluating mathematics in grades 6-9. Consideration of appropriate techniques for the special child and use of appropriate technologies, design and use of lesson plans. Includes approximately 12 hours of field experience and participation.
Prerequisites: Education 301, 330
Credit: 3 hours (Fall)

Education 360. Mathematics Methods (9-12)
Teaching methodology in secondary mathematics. Mastery of curriculum content, historical scope and sequence. Selection and use of technology in the teaching of mathematics. Consideration of appropriate math experiences for the exceptional child. Restricted to Mathematics and Education majors. Includes approximately 12 hours of field observation and participation.
Prerequisites: Education 301, 330; Math 300, 330, 400
Credit: 3 hours (Fall)

Education 365. Art Methods for Elementary Education (K-6) ***(Art 365)***
Comprehensive program of arts/crafts. Variety of drawing and painting techniques and craft processes including printmaking, paper mache, fabric projects, and collage. Portfolio of projects required upon completion of the course. Includes 8 hours of field experience.
Prerequisites: Education 301, 330
Credit: 2 hours (Spring)

Education 366. Teaching Methods for Art Majors (K-6) ***(Art 366)***
Theories and practices influential in contemporary art education for grades K-6. Curriculum planning, practical experiences, and laboratory projects identify problems and explore concepts in elementary and secondary school art. Includes 8 hours of field experience.
Prerequisites: Education 301, 330
Credit: 2 hours

Education 367. Teaching Methods for Art Majors (6-12) ***(Art 367)***
Art teaching methods and materials for grades 6-8 and 9-12. Topics include philosophy, curriculum, evaluation, and procedures for art classroom arrangements and management, studio art techniques for specific age levels, mounting and presenting exhibitions, safety factors with art media and tools, methods for research in art history, and portfolio preparation. Includes 8 hours of field experience.
Credit: 2 hours

Education 371. Elementary Music Methods ***(Music 371)***
Music teaching methods and materials for the elementary music classroom (K-5). Philosophy of music in the education of children. Introduction to music lesson planning including scope and sequence, assessment methods, standards-based music education, and cross-curricular planning. Includes 10 hours of observation/participation..
Credit: 2 hours

Education 372. Middle School Music Methods ***(Music 372)***
Music teaching methods and materials for middle school (6-8). Topics include philosophy, curriculum, evaluation, discipline, and techniques for general music classes and ensembles. Skills and techniques for using guitar and electronic instruments. Three class hours per week. Includes 12 hours of observation/participation.
Credit: 2 hours

Education 373. Secondary Music Methods ***(Music 373)***
Music teaching methods and materials for high school (9-12). Topics include organizing choral and instrumental ensembles. Materials and techniques for teaching music appreciation and music theory. Three class hours per week. Includes 12 hours of observation/participation.
Credit: 2 hours

Education 374. Middle School Choral Methods ***(Music 374)***
Music teaching methods and materials for middle school chorus (6-8). Topics include philosophy, curriculum, discipline, assessment, and techniques for vocal ensembles and general music classes. Three class hours per week. Includes 10 hours of observation/participation.
Prerequisite: Music 371
Credit: 2 hours (Spring)

Education 376. Middle School Instrumental Methods ***(Music 376)***
Music teaching methods and materials for middle school band (6-8). Topics include philosophy, curriculum, discipline, assessment, and techniques for instrumental ensembles. Three class hours per week. Includes 10 hours of observation/participation.
Prerequisite: Music 371
Credit: 2 hours (Spring)

Education 377. Music Methods for Elementary Education ***(Music 377)***
Music teaching methods and materials for the elementary classroom teacher. Philosophy of music in the education of children. Fundamentals of music notation and terminology. Basic skills for singing and using musical instruments in the elementary classroom. Three class hours per week. Includes eight hours of field experience.
Credit: 2 hours (Spring)

Education 380. Elementary Physical Education Methods (K-4, K-6)
Physical education teaching methods for the elementary school curriculum. Topics include: developmentally appropriate physical activities, physical fitness for children, and the Skill Theme approach to movement. Includes 10 hours of field experience.
Prerequisites: Education 301, 303, 330
Credit: 2 hours (Fall)

Education 384. High School Choral Methods ***(Music 384)***
Music teaching methods and materials for high school chorus (9-12). Topics focused on teaching the choral ensemble and include parental support, discipline, voice building, repertoire, rehearsal techniques, and assessment. Three class hours per week. Includes 10 hours of observation/participation.
Prerequisite: Music 373
Credit: 2 hours (Fall))

Education 385. Secondary Physical Education Methods ***(Physical Education 385)***
This course develops the ability to plan, manage, and instruct a physical education program at the middle and high school levels. Includes 12 hours of field experience.
Prerequisites: Education 301, 303, admission to teacher education program
Credit: 3 hours

Education 386. High School Instrumental Methods ***(Music 386)***
Music teaching methods and materials for high school (9-12). Topics focused on teaching the instrumental ensemble and include parental support, discipline, tone building, repertoire, and assessment. Three class hours per week. Includes 10 hours of observation/participation.
Prerequisite: Music 373
Credit: 2 hours (Fall))

Education 390. Social Studies Methods (9-12)
Role of the social studies in a spiral curriculum. Methodologies derived from learning theories and the nature of the social sciences are considered as sources for instruction strategies. Includes 15 hours of field experience.
Prerequisites: Education 301, 330
Credit: 3 hours (Fall)

Education 393. Social Studies Methods (K-6)
An overview of basic social studies skills, methods and techniques for teaching social studies in the elementary grades, integration of social studies with other subjects, techniques and methods for teaching the special child, preparation and use of lesson plans. Field-based teaching requirement. Includes 10 hours of field experience.
Prerequisites: Education 301, 330
Credit: 3 hours (Fall)

Education 395. Middle Grade Social Studies Methods
An overview of and methods and techniques for teaching social studies in grades 6-9; integration with other subjects; techniques for teaching the special child; preparation and use of lesson plans. Includes 12 hours of field experience.
Prerequisites: Education 301, 330
Credit: 3 hours (Fall)

Education 399. Special Topics in Education
Special topics related to public education in the U.S., comparative education, focused investigations, and student special interests. May include travel and/or other field experiences (proportional to credit hours). Offered only as needed and/or upon request. This course cannot be used as a substitute for any other education course.
Prerequisite: Variable by topic
Credit: 1-3 hours

Education 420. Investigations in Reading
Historical development, current research and trends in reading instructions; organization and administration of reading programs; choosing, developing and using resources for reading instruction. Capstone course for the major in Reading/Elementary Education.
Prerequisites: Education 301, 330
Credit: 3 hours

Education 440a (K-6) Elementary Education Student Teaching: Instructional Prep.
440b (K-6) Elementary Education Student Teaching: Instructional Presentation
440c (K-6) Elementary Education Student Teaching: Classroom Organization and Management
Supervised 15-week internship in teaching the elementary grades K-6. Involves observation, participation, and structuring an educational environment. Three grades given: 440a-, 440b-, 440c-.

Student teaching fee assessed.
Prerequisite: Completion of all other University and program requirements and/or permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 12 hours

Education 442a Music Student Teaching: Instructional Preparation
442b Music Student Teaching: Instructional Presentation
442c Music Student Teaching: Classroom Organization and Management
Supervised internship in music education. Involves observation, participation, and structuring an educational environment. Student teaching fee assessed.
Prerequisites: Completion of all other University requirements, permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 12 hours

Education 443a (9-12) Social Studies Student Teaching: Instructional Preparation
443b (9-12) Social Studies Student Teaching: Instructional Presentation
443c (9-12) Social Studies Student Teaching: Classroom Organization/Management
Supervised 15-week internship in teaching secondary (9-12) social studies. Involves observation, participation, and structuring an educational environment. Three grades given: 443a-, 443b-, 443c-. Student teaching fee assessed.
Prerequisite: Completion of all other University and program requirements and/or permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 12 hours

Education 444a Middle Grade Student Teaching: Instructional Preparation
444b Middle Grade Student Teaching: Instructional Presentation
444c Middle Grade Student Teaching: Classroom Organization and Management
Supervised 15-week internship in teaching the Middle Grade (6-9) in appropriate areas of concentration. Involves observation, participation, and structuring an educational environment. Three grades given: 444a-, 444b-, 444c-. Student teaching fee assessed.
Prerequisite: Completion of all other University and program requirements and/or permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 12 hours

Education 460a (9-12) Mathematics Student Teaching: Instructional Preparation
460b (9-12) Mathematics Student Teaching: Instructional Presentation
460c (9-12) Mathematics Student Teaching: Classroom Organization and Management
Supervised 15-week internship in teaching secondary (9-12) mathematics. Involves observation, participation, and structuring an educational environment. Three grades given: 460a-, 460b-, 460c-. Student teaching fee assessed. Capstone course for the major.
Prerequisite: Completion of all other University and program requirements and/or permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 12 hours

Education 465a (9-12) English Student Teaching: Instructional Preparation
465b (9-12) English Student Teaching: Instructional Presentation
465c (9-12) English Student Teaching: Classroom Organization and Management
Supervised 15-week internship in teaching secondary (9-12) English. Involves observation, participation, and structuring an educational environment. Three grades given: 465a-, 465b-, 465c-. Student teaching fee assessed.
Prerequisite: Completion of all other University and program requirements and/or permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 12 hours

Education 470a (9-12) Science Student Teaching: Instructional Preparation
470b (9-12) Science Student Teaching: Instructional Presentation
470c (9-12) Science Student Teaching: Classroom Organization and Management
Supervised 15-week internship in teaching secondary (9-12) Biology and Chemistry. Involves observation, participation, and structuring an educational environment. Three grades given: 470a-, 470b-3 hours credit, 470c-. Student teaching fee assessed.
Prerequisite: Completion of all other University and program requirements and/or permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 12 hours

Education 475a Art Student Teaching: Instructional Preparation
475b Art Student Teaching: Instructional Presentation
475c Art Student Teaching: Classroom Organization and Management
Supervised internship in teaching art. Involves observation, participation, and structuring an educational environment for art. Student teaching fee assessed.
Prerequisites: Education 301, 303, 322, 366, 367 and/or permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 12 hours

Education 486a (K-12) Reading/Elem. Ed. Student Teaching: Instructional Prep.
486b (K-12) Reading/Elem. Ed. Student Teaching: Instructional Presentation
486c (K-12) Reading/Elem. Ed. Student Teaching: Class. Organization/Management
Two-phase supervised internship in teaching: 10 weeks in elementary grades K-6, 5 weeks in remedial reading lab. Involves observation, participation, and structuring an educational environment. Three grades given for 486a, 486b, 486c. Student teaching fee assessed.
Prerequisite: Completion of all other University and program requirements and/or permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 12 hours

Education 487a Student Teaching: Instructional Preparation
487b Student Teaching: Instructional Presentation
487c Student Teaching: Classroom Organization and Management
Supervised 10-week internship in teaching in one of the Education majors offered. Involves observing, participating, and structuring an educational environment. Three grades given for 487a, 487b, 487c. Offered under special circumstances and may be taken only through special permission of the Teacher Education Committee and Dean. Student teaching fee assessed.
Prerequisite: Completion of all other University and program requirements and/or permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 6 hours
Prerequisite: Education 330 and full admission to the Teacher Education Program, or permission of the Dean of School of Education.

Education 490a Physical Education Student Teaching: Instructional Preparation
490b Physical Education Student Teaching: Instructional Presentation
490c Physical Education Student Teaching: Classroom Organization and Management
Supervised internship in teaching physical education. Involves observation, participation, and structuring an educational environment for physical education. Student teaching fee assessed.
Prerequisites: Education 301, 303/permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 12 hours

Education 491: Introduction to Gifted Education
Provides an overview of current and historical issues in the field. Introduces characteristics of gifted students, educational and programming opportunities. Issues in identifying AIG populations and current research are reviewed.
Credit: 3 hours

Education 492: Social and Emotional Needs of the Gifted/Talented
Focuses on theoretical and practical knowledge to understand and support the social and emotional needs of gifted youth.
Credit: 3 hours

Education 493: Methods and Materials in Gifted Education
Covers the understanding and use of instructional strategies and materials to facilitate the development of gifted learners from diverse backgrounds who are expressing their gifts in various talent domains.
Credit: 3 hours

Education 494: Curriculum Development for the Gifted
Explores ways to use assessment data to extend basic differentiation of curriculum elements and integrative methods to design appropriate learning experiences to improve student achievement and growth.
Credit: 3 hours

Education 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

ENGLISH (ENG)

English 100. Beginning University Writing
An introduction to expository prose and study of writing expectations in higher education and the professions. Placement by SAT scores, high-school grades, and a proficiency exam. Students who make a passing grade in English 100 must also complete English 110 to fulfill the freshman English component of the core curriculum.
Credit: 3 hours

English 110. University Writing and Research
Emphasis on writing expository essays, conducting research, and reading discursive prose.
Credit: 3 hours

English 102. College Writing and Research Methods
An introduction to literary genres, including one or more classic texts and selected critical responses to them. Emphasis on writing critical essays and preparing the research paper.
Prerequisite: English 100 with a "C" or better/101/101H
Credit: 3 hours

English 203. Early American Literature
Representative American writers from the Colonial through the Romantic period.
Prerequisite: English 102
Credit: 3 hours

English 204. Modern American Literature
Representative American writers from the Civil War period to the present.
Prerequisite: *English 102*
Credit: 3 hours

English 205. Major World Authors
Selected world writers from classical through the modern period with an emphasis on those other than Anglo-American.
Prerequisite: English 102
Credit: 3 hours

English 206. Contemporary Southern Fiction
An introduction to contemporary Southern novel and short stories through the exploration of established themes.
Prerequisite: English 102
Credit: 3 hours

English 210. Major British Authors I
Representative British texts from *Beowulf* through the Restoration.
Prerequisite: English 102
Credit: 3 hours

English 211. Major British Authors II
Representative British authors from the Romantic movement through the contemporary period.
Prerequisite: English 102
Credit: 3 hours

English 255. Professional and Technical Writing
Study of practical writing projects. Emphasis on 1) the process of completing on-the-job writing assignments, 2) commonly used formats, and 3) related communication tasks such as oral presentations and graphics. Not for Core or literature credit.
Prerequisite: English 102
Credit: 3 hours

English 256. Desktop Publishing *(Computer Science 256)*
An introduction to desktop publishing and fundamentals of design, including lay-out, formatting, imaging, and publishing. Assignments will include letterhead design, brochures, manuals, newsletters, and web pages using desktop publishing software and equipment. Not for Core or literature credit.
Prerequisite: English 102
Credit: 3 hours

English 301. Religious Thought in Literature *(Religion 301)*
A study of literary works which address such theological issues as the need to forgive, the role of the minister, the nature of Christ, the status of the church, and the relation of faith to doubt.
Prerequisite: English 102
Credit: 3 hours

English 305. Autobiography as Literature
Study of major literary autobiographies from antiquity to the present. Research in autobiographical theory and analysis of the types of literary autobiography. Final project will be the composition of an original autobiographical narrative.
Prerequisite: English 102
Credit: 3 hours

English 306. Irish Literature 1880-1949, From Renaissance to Revolution
Survey of Irish writing, including fictional prose, poetry, and drama; from British-controlled Victorian Ireland, through the establishment of the Irish Free State, to the independence of the 26 counties of the Irish Republic. Its aim is to familiarize students with aspects of Irish literature in English, including the influence of politics and history on Ireland's literature.
Prerequisite: English 102
Credit: 3 hours

English 308. African-American Literature: A Survey
African-American literature, including prose, poetry, and drama, from the 18th century to the present. Emphasis on movements and developments in writing by black Americans, from slave narratives to the novels of Toni Morrison.
Prerequisite: English 102
Credit: 3 hours

English 307. Jewish-American Literature
Fiction, autobiography, poetry, cultural theory, and literary criticism related to Jews in America.
Prerequisite: English 102
Credit: 3 hours

English 309. Native American Literature
Survey of Native American literature and culture from the 1770s to the present, with special attention to contemporary Native American authors. .
Prerequisite: English 102
Credit: 3 hours

English 310. Studies in Fiction
Novels and short stories from various periods with emphasis on forms, ideas, and techniques.
Prerequisite: English 102
Credit: 3 hours

English 311. American Renaissance Literature
Examination of American literature and culture from 1840 to 1880.
Prerequisite: English 102
Credit: 3 hours

English 312. Literature of the British Enlightenment
Survey of literature written in the British Isles from 1660 to 1800 with emphasis on European Neoclassical influences, scientific discovery, and the Industrial Revolution.
Prerequisite: English 102
Credit: 3 hours

English 315. Women in Literature ***(Women's Studies 315)***
Extensive exploration of such topics as images, roles, and life stages of women in literature. Discussion and application of feminist perspective.
Prerequisite: English 102
Credit: 3 hours

English 320. Linguistics
English phonology, morphology, syntax, semantics, sociolinguistics, historical linguistics, language acquisition, neurolinguistics, and the history of writing..
Prerequisite: English 102
Credit: 3 hours

English 330. Poetry and Creative Writing ***(Creative Writing 330)***
Poetry from various periods and countries with emphasis on structure and meaning combined with creative writing techniques.
Prerequisite: English 102
Credit: 3 hours

English 335. Fiction-Writing ***(Creative Writing 335)***
The study of the craft of fiction (structure, scene, setting, characterization, dialogue, atmosphere, point of view, theme) in published models and in the production/revision of student work. Student writing examined in class and in conference with professor. Cannot be used for English major, minor or Core credit.
Prerequisite: English 102
Credit: 3 hours

English 336. Drama/Script-Writing ***(Creative Writing 336)***
Study of the craft of telescripting, screenwriting, and the stage play. Emphasis on published models and productions. Student writing examined in class and in conference with professor. Cannot be used for English major, minor or Core credit.
Prerequisite: English 102
Credit: 3 hours

English 337. Writing Creative Nonfiction ***(Creative Writing 337)***
Literary autobiographies and essays as the basis for the composition of original creative nonfiction. Major project will be the composition and revision of 30-40 pages of original creative nonfiction. Cannot be used for English major, minor or Core credit.
Prerequisite: English 102
Credit: 3 hours

English 340. Literature and Film
Selected literary genres and their film adaptations with emphasis on verbal and visual language, aesthetic effectiveness, and critical judgment.
Prerequisite: English 102
Credit: 3 hours

English 342. Shakespeare in Film and Fiction
A study of reinterpretations of Shakespearean plays in film, dramas, novels, and other genres of contemporary culture. Exploration of how changing the medium changes the message. Emphasis on issues such as power, justice, love, hatred, and loyalty.
Prerequisite: English 102
Credit: 3 hours

English 350. Studies in Drama
Drama from various periods with emphasis on forms, ideas, and techniques.
Prerequisite: English 102
Credit: 3 hours

English 355. Advanced Studies in Professional and Technical Writing
Advanced exploration of the interrelation between written, oral, and graphic communication. Emphasis on research, editing, and producing camera-ready documents. Not for Core or literature credit.
Prerequisite: English 255: or consent of professor
Credit: 3 hours

English 360. Advanced Composition
Advanced instruction in the various types of composition. Not for Core or literature credit.
Prerequisite: English 102
Credit: 3 hours

English 401. Twentieth Century British Literature
Poetry, drama, fiction, and the essay from 1900 to the present.
Prerequisite: English 102
Credit: 3 hours

English 402. Advanced Studies in Literature
An intensive study of a special topic, individual author, or literary movement. Attention to be given to current critical and theoretical issues relevant to the area of study. May be repeated for credit as topics vary.
Prerequisite: Junior standing/consent of department head.
Credit: 3 hours

English 403. Contemporary American Literature
Genres of recent American literature, focusing on the issues and themes confronting Americans; contributions by modern ethnic writers.
Prerequisite: English 102
Credit: 3 hours

English 404. Renaissance Studies
Selections from all major genres of the English Renaissance (1500-1650), including writers such as Spenser, Sidney, Shakespeare, Donne, and Milton.
Prerequisites: English 102, 210
Credit: 3 hours

English 406. Studies in Romantic British Literature
Studies in poetry and prose of selected English Romantic writers with emphasis on the creation and characteristics of the English Romantic Movement.
Prerequisite: English 102
Credit: 3 hours

English 407. Studies in Victorian British Literature
An overview of British prose and poetry written between 1830 and 1901 with an emphasis on dominant ideological Preoccupations of the period.
Prerequisite: English 102
Credit: 3 hours

English 408. Scottish Literature
An overview of Scottish literature from its beginnings to the present with emphasis on the relationship between history and literature.
Prerequisite: English 102
Credit: 3 hours

English 411. Southern Literature
Significant Southern writers from Colonial to Modern with emphasis on 20th Century works.
Prerequisite: English 102
Credit: 3 hours

English 420. Shakespeare
Representative comedies, histories, and tragedies showing the development of his thought and style. Shakespeare's world and theatre examined.
Prerequisite: English 210 or consent of professor
Credit: 3 hours

English 430. Literary Theory
A survey of theoretical reflection upon literature and its interpretation from Plato to the present. Capstone course in the major.
Prerequisites: English 102, (6) hours of literature/consent of professor.
Credit: 3 hours

English 449. Independent Study
Selected topic under faculty supervision.
Prerequisites: Permissions: Chairperson of the department ; Dean of the College of Arts and Sciences.
Credit: 3 hours

English 455. Internship in Professional and Technical Writing
Intensive study and work at a nearby business or other organization that produces technical writing. A total of 100 contact hours is required. Consent of the English Department is required, and the Department will oversee the internship. Cannot be used for English major, minor or Core or literature credit.
Prerequisite: English 355: or consent of professor
Credit: 3 hours

English 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Environmental Biology (ENV)

Environmental Biology 115. Environmental Biology *(Biology 115)*
Basic concepts of ecosystem structure and function, and varieties of interactions in the environment. Problems of energy and energy flow, resources, disruptive influences, and man's response and responsibility. Three hours lecture, three hours lab.
Credit: 4 hours (Fall)

Environmental Biology 330. Marine Biology and Oceanography *(Biology 330)*
Study of the Earth's marine life and ocean ecosystems; ecological relationships among different forms of sea life and their interactions with the physical environment of the world's oceans.
Prerequisites: Environmental Biology/Biology 115 or Biology 150, 200
Credit: 3 hours

Environmental Biology 402. Environmental Biology Seminar
Selected topics in environmental biology involving presentations and discussions. Capstone course in the major.
Prerequisite: Consent of professor
Credit: 2 hours

Environmental Biology 430. Wildlife Management *(Biology 430)*
Basic principles of wildlife management; study of how wildlife populations are maintained in natural and disturbed communities.
Prerequisites: Environmental Biology/Biology 115 or Biology 150, 200
Credit: 3 hours

Environmental Biology 442-444. Independent Study
Individual study of a topic of interest and concern to the student. May involve directed reading and/or experimental work in consultation with and supervision by a biology faculty member. May be repeated for credit *(with approval of biology faculty.)* Offered on demand.
Prerequisites: 2.0 GPA; approval of Biology Chairperson and Dean of College 30 days prior to study
Credit: 2-4 hours

Environmental Biology 495. Environmental Biology Internship
Field experience in environmental biology through paid internship or volunteer opportunity. An acknowledged learning agenda between the supervisor and student is recognized; the student and supervisor will set goals to be met during the internship.
Prerequisites: Completion of junior year, consent of faculty advisor
Credit: 4 hours

Environmental Biology 491-493. Special Topics in Environmental Biology
Special topics of interest in environmental biology. May be repeated for a maximum of six hours.
Prerequisite: Junior/senior standing and consent of professor.
Credit: 1-3 hours

Environmental Biology 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

FINANCE (FINA)

Finance 310. Personal and Small Business Investment Strategies
An introductory finance course focusing on personal and small business investment strategies. Financial planning; the study of various investment options, including stocks, bonds, and mutual funds; diversification; and capital preservation concepts.
Prerequisites: Math 112, Economics 222
Credit: 3 hours (Metro College BLS students only)

Finance 318. Financial Management
Introduction to the finance function of organizations and the long run decisions faced by firms. The general institutional environment facing firms and other entities will be covered. Valuation principles and present value techniques are developed and applied to securities prices and firms investment decision. An understanding of basic principles of accounting, economics, and elementary algebra are needed to succeed in this course.
Prerequisites: Accounting 253/Economics 221 or 222/Math 117 or 120
Credit: 3 hours

Finance 321. Money and Financial Institutions
Securities and the markets where they trade are described and evaluated from the perspective of individual investors and financial intermediaries. Topics include interest rate theories, financial intermediation, risk assessment, and fixed income security valuation methods.
Prerequisite: Economics 222, Finance 318, or consent of professor.
Credit: 3 hours (Spring)

Finance 411. Special Topics in Finance
Special topics relating to investments, derivatives, portfolio management, or other advanced topics in finance. May be taken at the junior or senior level and up to three times as topics will vary.
Prerequisite: Consent of professor
Credit: 3 hours

Finance 414. Equity Investing and Portfolio Management
Equity securities and related markets are described from the perspectives of equity investing and portfolio management. Topics include equity valuation methods, mean variance theory, efficient markets, portfolio management, and return measurement.
Prerequisite: Finance 318
Credit: 3 hours (Fall)

Finance 418. Corporate Finance
Firm's investment, financing, and dividend decisions are studied. Theories of value are considered under certainty and uncertainty. Recent developments and applications are included as needed.
Prerequisite: Finance 318
Credit: 3 hours (Fall)

Finance 420. International Finance
The goal of this course is to study and understand issues facing firms in the global marketplace. Advanced course topics include exchange rate management through derivative instruments, understanding global financial markets, and investment evaluation and selection for multinational firms.
Prerequisites: Economics 222, Finance 318, and recommended senior standing.
Credit: 3 hours (Spring)

Finance 497. Exit Examination
Required of majors in the last semester before graduation. Graded on a P/F basis.
Credit: 0 hours

Finance 498. Independent Study
Requires consent of the Dean of the School of Business. Must be approved and supervised by a faculty member.
Credit: 3 hours

Finance 499. Internship in Finance
Requires consent of the Dean of the School of Business. Must be approved and supervised by a faculty member.
Credit: 3 hours

FRENCH (FREN)

French 101. Elementary French I
Basic French with emphasis on communication skills. Introduction to aural comprehension, pronunciation, structure of the language, and essential vocabulary for practical communication. No previous preparation in French required. Three class hours and one laboratory hour per week.
Credit: 3 hours (Fall)

French 102. Elementary French II
Basic French with emphasis on communication skills. Aural/reading comprehension. Pronunciation, grammar, and structure. Progressive vocabulary for written and oral communication. Three class hours and one laboratory hour per week.
Prerequisite: French 101
Credit: 3 hours (Spring)

French 201. Intermediate French I
Reinforcement and expansion of skills developed in elementary courses *(French 101, 102)* using grammar review, composition, conversation, and selected readings. Three class hours and one laboratory hour per week.
Prerequisite: French 102
Credit: 3 hours (Fall)

French 202. Intermediate French II
Progressive practice in oral and written communication with analysis of selected readings. Three class hours and one laboratory hour per week.
Prerequisite: French 201
Credit: 3 hours (Spring)

French 304. Conversation and Composition/
Advanced practice of oral and written skills in French. Review of selected grammatical topics.
Prerequisite: French 202 or consent of professor
Credit: 3 hours (Fall, odd years)

French 340. Introduction to French and Francophone Civilization
An introductory overview of the culture and civilization of Francophone nations through readings, films, and other materials.
Prerequisite: French 202 or consent of professor
Credit: 3 hours (Spring, even years)

French 401 Introduction to French Literature I: from Classicism to Enlightenment
In this course we will read, situate, and analyze French authors from classicism to enlightenment representing different literary genres. Reading a variety of literary works of the time will help students reach a better understanding of French people, culture, history, society, and politics under the "Ancien Régime." French is the language of instruction.
Prerequisite: French 304 or consent of professor
Credit: 3 hours (Fall, even years)

French 402. Introduction to French Literature II: 19th Century to Present
This course focuses on providing students with an introduction to major literary movements in 19th century. Students are supposed to become familiar with romanticism, realism, and naturalism that Sartre called the "bourgeois literary tradition"; they are also expected to be able to ex-

amine today's French literature evolving around continuity or rupture of this "bourgeois literary tradition". French is the language of instruction.
Prerequisite: French 304 or consent of professor
Credit: 3 hours (Spring, odd years)

French 405. Contemporary French Thought *(Philosophy 405)*
This course is an overview on contemporary French thought from 1950's to present. Students are expected to reach and analyze selected works from thinkers such as Sartre, Foucault, Lacan, Deleuze, Derrida, and Lyotard along with a designated textbook. This course is designed for majors in Modern Languages and Philosophy as well as for those who are interested in "continental thinking". English is the language of instruction.
Prerequisite: French 304 or consent of professor
Credit: 3 hours (Fall, odd years)

French 410. Independent Study in French
In depth study of special interest area. By permission only.
Credit: 3 hours

GEOGRAPHY (GEOG)

Geography 201. Introduction to Cultural/Human Geography
An introductory course including physical geography, environmental studies, regional geography, and cultural geography.
Credit: 3 hours

Geography Seminar. Historical Geography of Great Britain
A regional study with emphasis on geographic structure, physical environment, and patterns of human activities. Field excursions to specific areas required.
Credit: 1 hour

GERMAN (GERM)

German 101. Elementary German I
Basic German with emphasis on communication skills. Introduction to aural comprehension, pronunciation, structure of the language, and essential vocabulary for practical communication. No previous preparation in German required. Three class hours and one laboratory hour per week.
Credit: 3 hours (Fall)

German 102. Elementary German II
Basic German with emphasis on communication skills. Aural/reading comprehension. Pronunciation, grammar, and structure. Progressive vocabulary for written and oral communication. Three class hours and one laboratory hour per week.
Prerequisite: German 101
Credit: 3 hours (Spring)

German 201. Intermediate German I
Intensive aural/reading comprehension. Structure of contemporary German with emphasis on grammatical and syntactical accuracy. Vocabulary for written communication. Three class hours and one laboratory hour per week.
Prerequisite: German 102
Credit: 3 hours (Fall)

German 202. Intermediate German II
Progressively intensive aural and reading comprehension. Emphasis on grammatical and syntactical accuracy and communication skills in conversation and writing. Extensive reading. Three class hours and one laboratory hour per week.
Prerequisite: German 201
Credit: 3 hours (Spring)

Global Perspectives (GPS)

Global Perspectives 110. Global Perspectives in Scripture
Because Christianity is the most populous religion on four continents, the Bible is read from many perspectives and interpreted in radically different contexts. The culture within biblical narratives is primarily Middle Eastern, but as Christianity flourished among Greeks and Romans, theology developed a global focus. This course investigates how the Bible has been understood in Christian tradition, with a focus on comparative treatments of its main themes.
Credit: 3 hours

Global Perspectives 120. Perspectives in World Cultures
Critical study of historical narratives and other texts from diverse populations of the world cultivates insights into cultural differences and promotes broader understanding. Students develop skills in analysis and critical thinking by probing origins of world religions, diverse social and political systems, global geography, and early geopolitical struggles.
Credit: 3 hours

Global Perspectives 210. Global Perspectives in Literature
Survey of literature produced outside Great Britain and the United States with a purpose of enriching self-understanding by comparative inquiry. Readings to include prose, poetry, and drama from ancient through contemporary periods as well as analysis of cultural contexts.
Prerequisites: Global Perspectives 110 and 120 or permission of professor
Credit: 3 hours

Global Perspectives 220. Global Perspectives in Economics and Political Science
Beginning with basic concepts and principles of microeconomics, which explain decisions made in households and small institutions, this course then turns to macroeconomics to illustrate how increasing globalization shapes decisions in governments and large institutions. The other half of the course introduces the concepts and institutions of contemporary politics, featuring structures and processes within modern states as well as political behavior of citizens.
Prerequisites: Global Perspectives 110 and 120
Credit: 3 hours

Global Perspectives 310. Global Perspectives in Ethics
Rapid technological innovations have challenged our ability to translate moral traditions into practical guidelines for resolving ethical disputes in the modern world. The Greek tradition of virtue ethics associated with Aristotle and synthesized with Christian tradition by Thomas Aquinas constitutes a major strand of ethics. Modern challenges have appeared in Immanuel Kant's insistence on universal rules and principles as well as utilitarian schemes of pursuing the common good through political activity freed from religious restraints. Medical, economic, and environmental challenges, as well as other areas of current concern, are addressed through case studies and small group discussions.
Prerequisites: Global Perspectives 210 and 220
Credit: 3 hours

Global Perspectives 320. Perspectives in Global Histories
Critical historical analysis of major global themes promotes deeper understanding of important trends, conflicts, and controversies of recent and present times. As an upper-division seminar-style course, juniors are expected to bring to this course global awareness, communication skills, and study practices more advanced than those of first-year students, but will improve these abilities even further. Reading thematic texts and primary sources, students and faculty probe specific, relevant themes each academic year. Themes might include global migrations, nationalism and violence, race and empire, patterns of genocide, economic and cultural globalization, changing gender patterns, and others. Student will explore and appreciate a diversity of world views and experiences. This course is both writing-intensive and oral-intensive.
Prerequisites: Global Perspectives 210 and 220
Credit: 3 hours

GREEK (GREK)

Greek 101. Elementary New Testament Greek I
Essentials of Greek with emphasis on grammatical forms, simple syntax, pronunciation, and vocabulary.
Credit: 3 hours (Fall, odd years)

Greek 102. Elementary New Testament Greek II
Continuation of Greek 101. Selections from Greek literature and Greek New Testament.
Prerequisite: Greek 101
Credit: 3 hours (Spring, even years)

Greek 201. Intermediate New Testament Greek I
Review of grammar and syntax; readings from the Greek New Testament.
Prerequisite: Greek 102
Credit: 3 hours (Fall, even years)

Greek 202. Intermediate New Testament Greek II
Readings from the Gospels, Acts, and the writings of Paul from the Greek New Testament.
Prerequisite: Greek 201
Credit: 3 hours (Spring, odd years)

HEALTH (HETH)

Health 101. Personal and Community Health
Principles and practices of personal and community health.
Credit: 3 hours

HISTORY (HIST)

History 101. World Civilization I
Major civilizations of the world; historical developments to the 16th century.
Credit: 3 hours

History 102. World Civilization II
Major civilizations of the world; historical developments from the 16th century to present.
Credit: 3 hours

History 201. United States History I
Major political, social, and economic trends in the history of the United States from the First Peoples through the Civil War.
Credit: 3 hours (Fall)

History 202. United States History II
Major political, social, and economic trends in the history of the United States from the Civil War through the 21st century.
Credit: 3 hours (Spring)

History 305. Current International Issues *(Political Science 305)*
Seminar with lectures, readings, and discussions based on current international issues.
Credit: 1 hour (Spring)

History 308. Contemporary International Issues *(Political Science 308)*
Readings, lectures, and discussions of international issues: East-West tensions, China after normalization, the post-colonial world and North-South dialogues, and Europe in a non-European world. Seminar approach.
Credit: 3 hours (Spring)

History 310. American Religious History ***(Religion 310)***
Examination of diverse religious development in America, emphasizing character and contribution of different groups to American religious pluralism.
Credit: 3 hours

History 311. History of North Carolina
History of North Carolina within the context of growth of United States. Colonial role, development of a sectional outlook, and emergence of national prospective.
Credit: 3 hours (Fall)

History 312. Women in American History ***(Women's Studies 312)***
History of American Women from the colonial era to the present. Topics include changes in the household and women's work, rise of female public activism and feminism, and debates over "ideal" womanhood and female sexuality.
Credit: 3 hours (Spring)

History 315. Modern East Asia
A study of the cultures and histories of the East Asian nations of China, Japan, Korea, Taiwan and Vietnam from 1750 to the present. The course focuses on shared cultural influences and on each nation's distinctive history, its relations with the West, and their emerging engagement with global economic systems.
Credit: 3 hours (Fall)

History 316. Colonial Latin America
Survey of Latin American societies under Spanish and Portuguese rule and present-day legacies of colonialism, with emphasis on social conflict and interplay of gender, race, and class.
Credit: 3 hours

History 317. Modern Latin America
Latin American history from the Wars of Independence through the 20th Century.
Credit: 3 hours

History 318. The United States and Latin America
Analyze the history of inter-American relations from the perspective of both the United States and the Latin American societies. Seeks to understand U.S. political, economic, social, and cultural influence in Latin America as well as Latin American responses to that influence.
Credit: 3 hours

History 320. British History
A survey of the evolution of English cultural and political heritage with an emphasis on the period from 1688 to the present.
Credit: 3 hours

History 322. Early India
An introduction to the society, history, and historiography of India from the Indus Valley period of urbanization until the establishment of the first Islamic state, focusing on the spread of Vedic Aryan culture, the rise of classical Indian society, and the development of Hinduism, Buddhism, and Jainism.
Credit: 3 hours

History 324. Modern African History
A history of modern Sub-Saharan Africa from 1800, with emphasis on pre-colonial, and post-colonial, and post-colonial structures. Political, economic, and social change and transformation is the dominant theme of the course.
Credit: 3 hours

History 326. Middle East
A history of the Middle East from the rise of Islam to the present. Creation and institutionalization of Islamic institutions, law, political expansion and disintegration, and the modern Middle Eastern conflicts will be its main focus.
Credit: 3 hours

History 341. History of the Early Church ***(Religion 341)***
Christian movement and thought from the beginnings recorded in the Acts of the Apostles through the church's permeation of Western society in the Middle Ages.
Credit: 3 hours

History 342. History of the Modern Church ***(Religion 342)***
Christian movement and thought from the Reformation to present with emphasis on Protestant heritage and particular contributions of the free church tradition.
Credit: 3 hours

History 390/490. Special Topics in History
Special topics relating to American, European, Latin American, Asian, Middle Eastern or African history and/or topics related to their comparative study. May be taken at the junior or senior level and up to three times as topics will vary.
Credit: 3 hours

History 403. Modern European History I/
Major European powers from conclusion of the Hundred Years War to the beginning of the French Revolution, emphasizing significant political, cultural and religious developments.
Credit: 3 hours (Fall)

History 404. Modern European History II/
Major European powers in their global setting from the French Revolution to the present, emphasizing political, cultural and religious developments.
Credit: 3 hours (Spring)

History 406. History of American Art: The Aesthetic Experience ***(Art 406)***
An introduction to American Art and the history of its evolution in light of aesthetic concerns. Study of uniquely American art forms from the colonial period through the mid-20th century.
Prerequisite: Art 209/consent of professor
Credit: 3 hours (Fall, even years)

History 410. Contemporary United States History
A history of the United States since 1945. A study of the emergence of the United States as a super power following World War II. Particular emphasis will be placed on such international topics as the Cold War, Korea, Vietnam, the Middle East conflict, and domestic changes brought about by the "New Frontier," the "Great Society," civil rights, women's rights, and "Reaganomics."
Credit: 3 hours (Spring)

History 411. Revolutions in Modern Latin America
A seminar on the revolutions in Latin America. Particular focus on the Mexican, Cuban, and Nicaraguan Revolutions and the perspective of the participants.
Credit: 3 hours

History 412. German History, 1789-Present
A lecture and discussion course surveying German political, and social history since the French Revolution.
Credit: 3 hours

History 413. Social Movements in the Third World
A seminar on twentieth-century social movements in the Third World, with emphasis on cases from the Americas and Africa. Particular focus on movements organized around issues of social class, race, ethnicity, gender, and home rule. Writing intensive course.
Credit: 3 hours

History 425. Historiography/
An introduction to philosophies of history and recent developments in methodology with a consideration given to interpretive trends and conflicting schools of historical writing in United States history.
Credit: 3 hours (Fall)

History 460. Independent Study in History
By permission only.
Credit: 3 hours

History 475 Advanced Studies in History
An intensive study of a special topic in history as well as historical theory and methodology. Elaboration of an individual research paper relevant to the topic of study. May be repeated for credit as topics vary.
Prerequisite: Junior status and History 425: consent of professor
Credit: 3 hours (Spring)

History 497 Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

HONORS (HON)

Honors 205. Ideas in Fine Arts
Examines interrelationships among art, music, and philosophical ideals from pre-Christian times to the present. Meets Core Fine Arts requirement and is a substitute for Humanities 103 for Education majors.
Prerequisite: Admission to the Honors program, sophomore standing.
Credit: 3 hours

Honors 210. Mathematical Masterpieces
An introduction to some of the greatest theorems of mathematics. Proofs and consequences of these theorems are discussed in historical context. The artistic and humanistic aspects of the mathematics are addressed. Meets Core in math.
Prerequisite: Admission to the Honors program, sophomore standing
Credit: 3 hours (Spring)

Honors 215. Special Topics
An interdisciplinary and in-depth study of a significant academic topic proposed by a faculty pair or team. Ideally, this course will include a field trip or off-campus excursion to reinforce concepts stressed in the class. (These special topics courses will be approved by the Honors Committee).
Prerequisite: Admission to the Honors program, sophomore standing
Credit: 3 hours

Honors 220. Honors Seminar
An interdisciplinary examination of a timely, controversial, or perennially favorite topic. Students will do short readings and written responses on the seminar topic.
Prerequisite: Admission to the Honors program; sophomore or junior standing
Credit: 1 hour Graded on a P/F basis.

Honors 300. The Making of the Modern Mind
An interdisciplinary seminar in the ideas that make the present age distinctive.
Prerequisite: Admission to the Honors program, junior standing.
Credit: 3 hours

Honors 315. Special Topics
An interdisciplinary and in-depth study of a significant academic topic proposed by a faculty pair (or an individual with several guest lecturers). This course will include a field trip or off-campus excursion to reinforce concepts stressed in the class. These special topics will be approved by the Honors Committee.
Prerequisite: Admission to the Honors Program, junior standing
Credit: 3 hours

Honors 451. University Honors Research Project
Required to complete graduation with University Honors (see special research situations described under *University Honors* in Chapter Four).
Credit: 1 hour

HUMAN SERVICES (HS)

Human Services 321. Introduction to Human Services
Exploration of human service delivery systems. Survey of the field and clarification of vocational choice.
Prerequisite: Junior standing/consent of professor.
Credit: 3 hours (Fall)

Human Services 409. Independent Study
Under the supervision of a faculty member, students develop a topic relevant to their program and vocational goals. Topics focus explicitly and in depth on methods of human services. Restricted to seniors who have a 3.00 cumulative GPA.
Credit: 3 hours

Human Services 411. Practicum
Field experience under supervision of experienced practitioners. Assessment and development of skill strengths. Departmental screening required prior to registration. Capstone course for the major. Students under supervision of Wingate University faculty member.
Prerequisite: Human Services 321
Credit: 4 hours

Human Services 415. Field Experience in Human Services
Directed field experience in selected human services settings.
Prerequisite: Human Services 411
Credit: 3 hours

Human Services 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

MANAGEMENT (MGMT)

Management 302 Principles of Management
Principles underlying the organization, management, and operation of business activities. Emphasis on the creation and maintenance of the administrative organization, the definition of goals, and the diagnosis and solution of problems which may result from changing conditions.
Prerequisite: Sophomore standing/consent of professor.
Credit: 3 hours

Management 306. Managerial Communication
Practice in frequently prepared written communications, media, memoranda, letters, instructions, procedures, proposals, and guidelines. Integration with oral dimensions; interpersonal and technological considerations.
Credit: 3 hours (Spring)

Management 313. Human Resource Management
Procurement, development, utilization, and maintenance of an effective work force.
Prerequisite: Management 302
Credit: 3 hours (Spring)

Management 315. Small Business Management/Entrepreneurship
Study of the small business sector within a free enterprise system; examines the startup process; and reinforces managerial techniques for the continuing success of small firms.
Prerequisites: Management 302, Marketing 301, Finance 318
Credit: 3 hours (Spring)

Management 411. Special Topics in Management
Special topics relating to distribution/transportation, industrial purchasing, corporate restructuring, emerging technologies, or other special management topics. May be taken at the junior or senior level and up to three times as topics will vary.
Prerequisite: Consent of professor
Credit: 3 hours

Management 416. Organization Theory and Behavior
Impact of different types of markets, technologies, and other factors on the design of organizational structures and the behavior of organization members. Leadership in the goal-directed organization including conflict management, motivation, communications, and decision-making.
Prerequisite: Management 302
Credit: 3 hours (Fall)

Management 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Management 498. Independent Study
Requires consent of the Dean of the School of Business. Must be approved and supervised by a faculty member.
Credit: 3 hours

Management 499. Internship in Management
Requires consent of the Dean of the School of Business. Must be approved and supervised by a faculty member.
Credit: 3 hours

MARKETING (MARK)

Marketing 301. Principles of Marketing
Marketing organization and methods with emphasis upon functions and channels as they relate to the manufacturer, wholesaler, and consumer.
Credit: 3 hours

Marketing 341. Consumer Behavior
Examination of the cultural, social, and individual factors affecting consumer decision processes and usage. Additional focus is on how these factors are incorporated in marketing strategies.
Prerequisite: Marketing 301
Credit: 3 hours

Marketing 411. Special Topics in Marketing
Special topics related to marketing and its many different applications such as services marketing, generational marketing, and hospitality/tourism. May be taken up to two times as topics vary.
Prerequisite: Marketing 301
Credit: 3 hours

Marketing 422. Marketing Communications Strategy
Emphasis on Integrated Marketing Communications and its role in the marketing mix. All aspects of promotion strategy including advertising, public relations, direct mail, sales promotion, and personal selling are reviewed along with their critical roles for company success. A basic understanding of the principles of marketing is necessary for students to maximize their learning experience in this course.
Prerequisite: Marketing 301
Credit: 3 hours (Fall)

Marketing 464. Business Research
Research and uses of business information in relationship to information, statistics, and practical applications. This course requires senior standing or permission of the professor.
Prerequisite: Business 308, Marketing 301
Credit: 3 hours (Spring)

Marketing 486. Marketing Management
The capstone course for the marketing major: to include discussions and applications of the communications-based marketing paradigm and its intersection with the consumer/business behavior and response models. Group simulation studies, multiple case work, and a project are included.
Prerequisites: Marketing 301, 341, 411, 422, and 464, consent of professor.
Credit: 3 hours (Spring)

Marketing 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Marketing 498. Independent Study
Requires consent of the Dean of the School of Business. Must be approved and supervised by a faculty member.
Credit: 3 hours

Marketing 499. Internship in Marketing
Requires consent of the Dean of the School of Business. Must be approved and supervised by a faculty member.
Credit: 3 hours

MATHEMATICS (MATH)

Mathematics 100. Intermediate Algebra
An introduction to basic algebraic operations as applied to polynomial, linear, and quadratic functions. Selected topics in analytic geometry are introduced. Restricted to students with less than two units of high school algebra or recommendation of mathematics faculty.
Note: This course does not fulfill the Core Curriculum requirement for mathematics
Credit: 3 hours (Fall)

Mathematics 109. Elementary Statistical Methods
An introduction to probability and statistics through the central limit theorem, with emphasis on the collection, presentation, and analysis of data relating to the humanities and social sciences. Restricted to students who do not have credit for an upper-level statistics course.
Note: This course does not fulfill the Core Curriculum requirement for mathematics
Credit: 3 hours

Mathematics 112. College Algebra
Algebraic operations as applied to polynomials, linear functions, quadratic functions exponential functions, equations, inequalities, and systems of equations. Selected topics in analytic geometry are included where possible. This course requires the minimum of a TI-83 calculator. Restricted to students who do not have credit for Math 115, 117, or Math 120.
Note: This course does not fulfill the Core Curriculum requirement for mathematics
Prerequisite: Two years of algebra and one year of geometry
Credit: 3 hours

Mathematics 115. Precalculus
Linear and quadratic functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric identities. This course requires the minimum of a TI-83 calculator. Restricted to students who do not have at least a C in Math 120.
Note: This course does not fulfill the Core Curriculum requirement for mathematics
Prerequisite: Algebra I, Algebra II, and one year of geometry
Credit: 4 hours (Fall)

Mathematics 116. Quantitative Reasoning
Quantitative literacy and the development of problem solving skills are encouraged through an introduction to statistics, logic, and personal finance. The problems investigated will be context driven. An outline of topics to be covered include, but are not limited to, critical thinking strategies through the study of statements and arguments, financial fundamentals including loans, credit cards and mortgages, and a survey of statistical studies and the development of criteria necessary to establish causality and correlation .
Credit: 3 hours

Mathematics 117. Calculus for Business Majors
Intended for students preparing for a career in business. The topics include derivatives of algebraic and exponential functions, an introduction to integration, functions of more than one variable, partial derivatives, and applications to fields of business and economics. Restricted to students who do not have credit for Math 120.
Prerequisite: Math 112 or equivalent
Credit: 3 hours

Mathematics 118. Mathematics for Elementary Education I
An in-depth study of the real number system, with an emphasis on problem solving. Topics include an introduction to ancient enumeration systems, bases, modular arithmetic, statistics, and algebra. Restricted to majors in elementary and middle-grades education.
Credit: 3 hours (Fall)

Mathematics 119. Mathematics for Elementary Education II
An introduction to geometry and mathematical reasoning, with computer applications. Activities include conjecturing, inventing, and problem solving. These activities are reinforced by using technology. A major objective is an understanding of how mathematics is connected to other fields of study. Restricted to majors in elementary education and middle-grades education.
Credit: 3 hours (Spring)

Mathematics 120. Calculus and Analytic Geometry I
Rectangular coordinates in the plane, functions, limits, continuity, differentiation of algebraic and trigonometric functions, the application of derivatives and the differential, integration and the application of the definite and indefinite integral. The first of three semesters of a united course in analytic geometry and calculus. For engineers, mathematics majors, and science majors.
Prerequisite: Math 115 or equivalent
Credit: 4 hours

Mathematics 209. Inferential Statistics
Introduction to methods of inferential statistics, stressing applications. Topics include introduction to probability, special distributions, confidence intervals, hypothesis testing, and linear regression.
Credit: 3 hours

Mathematics 220. Calculus and Analytic Geometry II
The second of three semesters of a unified course in analytic geometry and calculus. Transcendental functions, hyperbolic functions, methods of integration, polar coordinates, parametric equations, and series.
Prerequisite: Math 120
Credit: 4 hours (Spring)

Mathematics 242. Discrete Mathematics
Introduction to combinatorial analysis and graph theory. Topics include combinations, permutations and other counting methods, binomial and multinomial theorems, equivalence relations, graph theory, generating functions, and difference equations.
Prerequisite: Math 120
Credit: 3 hours (Fall)

Mathematics 300. College Geometry
Selected topics from Euclidean, noneuclidean and solid geometry. Ideas and methods of geometry.
Prerequisite: Math 242
Credit: 3 hours (Spring, even years)

Mathematics 305. Calculus and Analytic Geometry III
The third of three semesters of a unified course in analytic geometry and calculus. Vector functions and their derivatives, partial differentiation, multiple integration, and vector analysis.
Prerequisite: Math 220
Credit: 4 hours (Fall)

Mathematics 308. Linear Algebra
Systems of equations, matrices, determinants, linear transformations, vector spaces and eigenvectors.
Prerequisite: Math 242
Credit: 3 hours (Spring)

Mathematics 310. Differential Equations
First order equations with variables separable; Euler's method of approximate solutions; physical and geometric applications. Linear equations of the first order; applications. Solutions of linear equations with constant coefficients; methods of undetermined coefficients; operators. Application to network and dynamic systems. Introduction to series-solutions.
Prerequisite: Math 305
Credit: 3 hours (Spring, odd years)

Mathematics 330. Statistics I
Continuous and discrete probability distributions, random variables, limit theorems, stochastic processes, sampling, estimation and hypothesis testing.
Prerequisite: Math 242
Credit: 3 hours (Fall, odd years)

Mathematics 331. Statistics II
Continuation of Math 330.
Prerequisite: Math 330
Credit: 3 hours (Spring, even years)

Mathematics 400. Abstract Algebra I
Abstract algebra including rings, integral domains and fields.
Prerequisite: Math 308
Credit: 3 hours (Fall, even years)

Mathematics 401. Abstract Algebra II
Groups, polynomial rings, ideals, quotient rings, Boolean algebras, and lattices.
Prerequisite: Math 400
Credit: 3 hours (Spring, odd years)

Mathematics 405. History of Mathematics
Study of early numeral systems, Egyptian and Babylonian Mathematics, Greek Mathematics, Chinese and Hindu Mathematics, Arabian Mathematics, Descartes, Pascal, Fermat, the development of Calculus, and an overview of mathematics since 1700 including abstract algebra and non-Euclidean geometry.
Prerequisite: Math 242
Credit: 3 hours (Fall, even years)

Mathematics 410. Introduction to Analysis
An introduction to single-variable real analysis, the course covers sequences and series, the topology of the real line, limits, continuity, differentiation, and the Riemann integral. Emphasis on proof writing.
Prerequisites: Math 305, 308
Credit: 3 hours (Fall, odd years)

Mathematics 450. Special Topics
Topics selected from advanced calculus, topology, advanced modern algebra, combinatorics, number theory, or foundations. May be taken up to three times. Taught on demand.
Prerequisite: Consent of professor.
Credit: 3 hours

Mathematics 460. Independent Study
Study of student-selected topic under faculty supervision. Taught on demand.
Credit: 3 hours

Mathematics 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Modern Languages (MLAN)

Modern Languages 410. Romance Languages Linguistics
This course explores the development of the Romance Languages from their Latin roots.
Pre-requisites: 6 credits of French/Spanish 300 level or above, consent of professor and department.
Credit: 3 hours

Modern Languages 430. Senior Thesis
This is an advanced capstone seminar in which students write research projects of at least twenty pages on topics of their choice, but related to Hispanic or Francophone Culture and/or literature.
Prerequisite: Department permission
Credits: 3 hours

Modern Languages 497 - Exit Exam
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Music (MUS)

Music 103, 303. University Singers
Open to all students by audition. Sacred and secular music from the Renaissance to the present. This organization represents the University on and off campus. Five hours of rehearsal per week. May be repeated for credit..
Credit: 1 hour

Music 106. Music in Western Civilization
Designed to acquaint students with elements necessary for the understanding of Western Civilization art music. Vocabulary of musical terms and opportunity to become an informed listener. Class lectures, recorded music, live concerts and recitals. Fulfills Fine Arts Core curriculum Requirement. Three class hours per week.
Credit: 3 hours

Music 107, 307. University Wind Ensemble
Open to all students by audition. Study and performance of a variety of wind and percussion literature. Performs regularly during the academic year. Formal attire is the responsibility of the student. Three rehearsal hours per week. May be repeated for credit.
Credit: 1 hour

Music 108, 308. University Stadium Band
Open to all students. Performance of popular music styles for football games. Performance attire is the responsibility of the student. Two rehearsal hours per week. May be repeated for credit.
Credit: 1 hour (Fall)

Music 109, 309. Chamber Choir
Select ensemble auditioned from the members of University Singers. Sacred and secular music from the Renaissance to the present. This organization represents the University on and off campus. Four hours of rehearsal per week. May be repeated for credit..
Credit: 1 hour

Music 112, 312. University Jazz Ensemble
Open to all students by audition. Study and performance of literature from all genres of Jazz. Two rehearsal hours per week. May be repeated for credit.
Credit: 1 hour

Music 113, 313. Chamber Ensemble
Rehearsal and performance of selected chamber works. For elective credit only. By audition. Two hours per week.
Credit: 1 hour

Music 114, 314. Guitar Ensemble
Rehearsal and performance of guitar ensemble literature. Two class hours per week.
Prerequisite: Music 139 or consent of professor.
Credit: 1 hour

Music 119, 319. Men's Choir
Open to all male students by placement hearing. This ensemble studies and performs a wide range of male voiced repertoire representing musical styles of both the Western and non-Western musical traditions. May be repeated for credit.
Credit: 1 hour

Music 125, 126; 225, 226; 325, 326; 425, 426. Recital and Concert Lab
To acquaint the student with composers and performance practices through recitals and concerts. Attendance is required at 90% of all recitals and concerts as posted by the music faculty. Exceptions are at the discretion of the professor. Eight semesters, BA; seven semesters, BME.
Credit: 0 hours

Music 130. Class Voice I
Position and poise of the body, strengthening exercises for the development of vocal freedom. Simple songs. Open to secondary voice students and all students who wish to learn basic vocal techniques. Two class hours per week.
Credit: 1 hour

Music 131. Class Voice II
Expansion of Music 130 with emphasis on basic techniques and simple solo literature. Two class hours per week.
Prerequisite: Music 130
Credit: 1 hour

Music 136. Class Piano I
Basic music terminology, concepts, and keyboard skills. Two class hours per week.
Credit: 1 hour

Music 137. Class Piano II
An extension of Music 136 with more emphasis on improvisation, harmonization, and transposition. Two class hours per week.
Prerequisite: Music 136
Credit: 1 hour

Music 138. Class Guitar I
Group instruction in beginning guitar. Basic chords and music reading. Students must furnish guitar. Two class hours per week.
Credit: 1 hour

Music 139. Class Guitar II
An extension of Class Guitar I with more emphasis on fingerboard harmony, music reading, and right hand technique. Two class hours per week.
Prerequisite: Music 138/consent of professor.
Credit: 1 hour

Music 140, 340. Women's Choir
Open to all female students by placement hearing. This ensemble studies and performs treble voiced repertoire representing musical styles of both the Western and non-Western musical traditions. May be repeated for credit.
Credit: 1 hour

Music 156. Global Influences on Music in the U.S.A.
Introduces students to the musical influences of countries and cultures from around the world on music created in the United States by American composers. Focus will be placed on classical music, jazz, music for cinema, music for theatre, and popular music.
Credit: 2 hours

Music 205. Diction for Singers I
International Phonetic Alphabet; application to pronunciation of Latin, Italian, and English. Techniques in singing these languages. Two class hours per week.
Credit: 1 hour (Fall)

Music 206. Diction for Singers II
International Phonetic Alphabet; its application to pronunciation of French and German. Techniques in singing these languages. Two class hours per week.
Prerequisite: Music 205
Credit: 1 hour (Spring)

Music 215. Accompanying I
Study and practice of accompanying techniques in performance. Two class hours per week.
Credit: 1 hour (Fall)

Music 216. Accompanying II
Expansion of Music 215 with emphasis on collaborative performances. Two class hours per week.
Credit: 1 hour (Spring)

Music 217. Theory I
Entry level course for music majors. Study of scales, intervals, triads and their inversions, basic part-writing principles.
Credit: 3 hours (Fall)

Music 218. Theory II
Continuation of study of tonal harmony with emphasis on seventh chords, nonharmonic tones, modulation, harmonic analysis and part-writing.
Prerequisite: Music 217
Credit: 3 hours (Spring)

Music 220. Sophomore Recital
Formal, public performance of at least 20 minutes in length. Required of all students pursuing a major in music in the Bachelor of Arts degree.
Credit: 0 hours

Music 230. Class Voice III
Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises for the development of vocal freedom. English and Italian songs from vocal literature. Two class hours per week.
Prerequisite: Music 131
Credit: 1 hour

Music 231. Class Voice IV
Expansion of Music 230. Two class hours per week.
Prerequisite: Music 230
Credit: 1 hour

Music 236. Class Piano III
Emphasis on practical keyboard skills and solo literature. Two class hours per week.
Prerequisite: Music 137 or equivalent
Credit: 1 hour

Music 237. Class Piano IV
Emphasis on keyboard skills; major and minor scales, sight reading (hymns, open choral score), melody harmonization, transposition, solo and ensemble literature. Two class hours per week.
Prerequisite: Music 236 or equivalent.
Credit: 1 hour

Music 238. Ear Training I
Foundations in sight singing and ear training utilizing computer-assisted instruction. Practice of harmonic and melodic intervals to the octave. Rhythmic dictation in simple and compound meters. Reading of all clefs using moveable Do solfège.
Credit: 1 hour (Fall)

Music 239. Ear Training II
Continuation of sight singing and dictation in all major and minor keys. Singing of triads and dominant sevenths in all inversions. Further rhythmic study.
Prerequisite: Music 238
Credit: 1 hour (Spring)

Music 299. Piano Proficiency
Demonstration of keyboard skills as described in the music department manual. Required for all Bachelor of Arts with a Performance emphasis and Bachelor of Music Education students. Must be completed prior to the semester in which the Junior Recital is to be given. Examination is given at the beginning, middle, and end of each semester. Graded on Pass/Fail basis.
Credit: 0 hours

Music 304. Women in the History of Art ***(Art 304/Women's Studies 304)***
Exploration of contributions made by women in art and music from antiquity to the 20th century.
Prerequisite: Fine Arts core curriculum credit
Credit: 3 hours (Fall, odd years)

Music 317. Theory III
Study of chromatic harmony, with emphasis on harmonic and formal analysis of Classical and Romantic works.
Prerequisite: Music 218
Credit: 3 hours (Fall)

Music 318. Theory IV
Study of musical forms. Introduction to twentieth-century compositional elements and styles.
Prerequisite: Music 317
Credit: 3 hours (Spring)

Music 320. Junior Recital
Formal, public performance of at least 30 minutes in length for performance emphasis students; at least 15 minutes in length for BME students.
Credit: 0 hours

Music 323. Class Woodwinds
Introduction to techniques for playing and teaching woodwind instruments. Two class hours per week.
Credit: 1 hour

Music 324. Class Brass
Introduction to techniques for playing and teaching brass instruments. Two class hours per week.
Credit: 1 hour

Music 327. Class Strings
Introduction to techniques for playing and teaching string instruments. Two class hours per week.
Credit: 1 hour

Music 328. Class Percussion
Introduction to techniques for playing and teaching percussion, including mallet instruments. Two class hours per week.
Credit: 1 hour

Music 329. Instrumental Methods
Introduction to techniques for playing and teaching woodwind, brass, and percussion instruments. For vocal music education majors. Three class hours per week.
Credit: 3 hours

Music 338. Ear Training III
Continuation of sight singing in all clefs, using moveable Do solfège. Singing, playing, and identification of seventh chords. Harmonic, melodic, and rhythmic dictation.
Prerequisite: Music 218, 239
Credit: 1 hour (Fall)

Music 339. Ear Training IV
Continuation of previous material to a more advanced level.
Prerequisite: Music 317, 338
Credit: 1 hour (Spring)

Music 343. Choral Conducting/ Arranging and Composition
Basic conducting techniques applied to rehearsal and performance. Application of music theory in adapting music for various types of choral ensembles. Three class hours per week..
Prerequisite: Music 318
Credit: 2 hours (Fall)

Music 344. Instrumental Arranging/Conducting/Orchestration
Study and application of basic conducting theories and methods for various instrumental ensembles. Basic techniques for arranging music for various instrumental ensembles *(Brass, woodwinds, percussion, and strings).* Three class hours per week.
Prerequisite: Music 343
Credit: 2 hours (Spring)

Music 346. Conducting Lab
Open to all students by audition. Study and performance of various styles of choral music. Two class hours per week.
Co-requisite: Music 343/344
Credit: 0 hours (Fall)

Music 353. Choral Conducting II
Intermediate choral conducting techniques applied to rehearsal and performance. Three class hours per week.
Prerequisite: Music 343
Credit: 2 hours (Spring)

Music 354. Instrumental Conducting II
Intermediate instrumental conducting techniques applied to rehearsal and performance. Three class hours per week.
Prerequisite: Music 344
Credit: 2 hours (Spring)

Music 356. Music from the Romantic Era to the Present
An in-depth study of musicians and their music from 1800 to the present.
Credit: 3 hours

Music 357. Music in the Baroque and Classic Eras
An in-depth study of musicians and their music from 1600-1800.
Credit: 3 hours

Music 358. Music in the Medieval Era and Renaissance
An in-depth study of musicians and their music from 500-1450.
Credit: 3 hours

Music 371. Elementary Music Methods ***(Education 371)***
Music teaching methods and materials for the elementary music classroom (K-5). Philosophy of music in the education of children. Introduction to music lesson planning including scope and sequence, assessment methods, standards-based music education, and cross-curricular planning. Includes 10 hours of observation/participation.
Credit: 2 hours (Fall)

Music 373. Secondary Music Methods ***(Education 373)***
Music teaching methods and materials for high school (9-12). Topics include organizing choral and instrumental ensembles. Materials and techniques for teaching music appreciation and music theory. Three class hours per week. Includes 12 hours of observation/participation.
Credit: 2 hours

Music 374. Middle School Choral Methods ***(Education 374)***
Music teaching methods and materials for middle school chorus (6-8). Topics include philosophy, curriculum, discipline, assessment, and techniques for vocal ensembles and general music

classes. Three class hours per week. Includes 10 hours of observation/participation.
Prerequisite: MUS 371
Credit: 2 hours (Spring)

Music 376. Middle School Instrumental Methods ***(Education 376)***
Music teaching methods and materials for middle school band (6-8). Topics include philosophy, curriculum, discipline, assessment, and techniques for instrumental ensembles. Three class hours per week. Includes 10 hours of observation/participation.
Prerequisite: Music 371
Credit: 2 hours (Spring)

Music 377. Music Methods for Elementary Education ***(Education 377)***
Music teaching methods and materials for the elementary classroom teacher. Philosophy of music in the education of children. Fundamentals of music notation and terminology. Basic skills for singing and using musical instruments in the elementary classroom. Three class hours per week. Includes eight hours of field experience.
Credit: 2 hours (Spring).

Music 384. High School Choral Methods ***(Education 384)***
Music teaching methods and materials for high school chorus (9-12). Topics focused on teaching the choral ensemble and include parental support, discipline, voice building, repertoire, rehearsal techniques, and assessment. Three class hours per week. Includes 10 hours of observation/participation.
Prerequisite: Music 373
Credit: 2 hours (Fall))

Music 386. High School Instrumental Methods ***(Education 386)***
Music teaching methods and materials for high school (9-12). Topics focused on teaching the instrumental ensemble and include parental support, discipline, tone building, repertoire, and assessment. Three class hours per week. Includes 10 hours of observation/participation.
Prerequisite: Music 373
Credit: 2 hours (Fall))

Music 401. Choral Techniques
Conducting techniques and procedures for choral conductors; score reading; rehearsal preparation and techniques, programming, application of vocal techniques. Three class hours per week.
Prerequisite: Music 343
Credit: 3 hours (Fall)

Music 403. Instrumental Techniques
Conducting techniques and procedures for instrumental directors; score analysis, rehearsal preparation and techniques adequate to communicate the understanding of musical interpretation. Various instrumental ensembles will serve as laboratory groups. Three class hours per week.
Prerequisite: Music 344
Credit: 3 hours (Fall)

Music 405. Marching Band Techniques
Study of the basic techniques of planning, charting, and rehearsing marching band shows and administering public school marching bands. Three class hours per week..
Credit: 3 hours (Fall)

Music 420. Senior Recital
Formal, public performance of at least 50 minutes in length. Required of performance emphasis students; optional for music students in other emphases, by invitation. Capstone course for the performance major.
Credit: 0 hours

Music 460. Music Business Internship
Directed field experience in a selected area of the music business.
Prerequisite: Completion of Music 425 and nine credit hours of a minor in either Marketing or Management.
Credit: 3 hours

Music 470. Independent Study
Must follow guidelines for Independent Study in Chapter 4.
Credit: Up to 3 hours

Music 471. Literature/Pedagogy
Musical literature of the principal instrument representing pre-Baroque through contemporary periods. Pedagogical materials and methodologies will be explored. Taught on demand.
Prerequisite: Principal level of study at the 300 level.
Credit: 3 hours

Music 490. Selected Topics in Music
Explores topics in music not available in the music core. May be taken more than once as content varies.
Prerequisite: Consent of professor
Credit: 3 hours

Music 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Performance Studies
Private lessons given in piano, organ, voice, bass, bassoon, cello, clarinet, euphonium, flute, guitar, horn, oboe, percussion, saxophone, trombone, trumpet, tuba, viola, violin; principal and secondary instrumental study. Performance study on a student's principal instrument normally carries two hours of credit each semester, one hour for the secondary instrument, although credits may vary from one to three hours per semester. Course numbers for performance study are:

Principal Instrument--Mus 162, 262, 362, 462
Secondary Instrument--Mus 161, 261, 361, 461

A performance study course may be repeated for a maximum of 4 hours credit. Curricula for the various music degrees indicate credit hours, semesters, and years of performance study required for graduation. Specific requirements for performance study at all levels are available in the Office of the Department of Music.

PHILOSOPHY (PHIL)

Philosophy 101. Introduction to Philosophy
Examination of central philosophical issues about reality, truth, God, freedom, beauty, and morality, with an emphasis on students' development of critical thinking skills and consistent philosophical perspectives.
Credit: 3 hours

Philosophy 203. Introduction to Moral Philosophy
Problems in moral judgement and evaluation, including presuppositions, patterns of justification, and meanings of appraisal terms such as "good", "bad", "right", "wrong", "responsibility", and "blame". Central themes include freedom, relativism, absolutism, conflicts of duty, grounds of obligation, and choices involving personal and social goals.
Credit: 3 hours

Philosophy 204. Nietzsche and the Existentialists
Philosophical themes of freedom, despair, nothingness, alienation, death, God, individuality, dehumanization, and authenticity in such thinkers as Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, and Tillich.
Credit: 3 hours

Philosophy 301. Ancient and Medieval Philosophy
Major philosophers from antiquity to the Renaissance, emphasizing the pre-Socratics, Socrates, Plato, Aristotle, classical Roman philosophers, medieval religious philosophy, Renaissance humanism and naturalism.
Credit: 3 hours

Philosophy 302. Modern and Contemporary Philosophy
Major philosophers from the Renaissance to the present, emphasizing Hobbes, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Kant, Hegel, Marx, Wittgenstein.
Credit: 3 hours

Philosophy 351. Logic
Methods and principles used to distinguish correct from incorrect reasoning. Focus on informal argument in ordinary language, categorical syllogisms from Aristotelian logic, and contemporary symbolic logic.
Credit: 3 hours

Philosophy 360. Philosophy of Religion
Problems in theistic tradition, including nature of religious language, concepts of God, relation of faith and doubt, problem of evil, and bases of moral decisions.
Credit: 3 hours

Philosophy 370. Ethical Theory
Major ethical and metaethical theories of western philosophy from ancient Greece to contemporary America. Critical comparison of systems that involve value judgments about well-being, right conduct, moral character and justice.
Credit: 3 hours

Philosophy 380. Philosophy of Law
An overview and analysis of competing theories of legal reasoning and of the relationship of morality to law, including natural-law theory, legal formalism, legal positivism, legal realism, and critical legal studies. This course will be of particular interest to Pre-Law students, religious-studies majors, and political science majors.
Credit: 3 hours

Philosophy 405. Contemporary French Thought *(French 405)*
An overview and analysis of contemporary French thought from 1950's to present. Reading works from Sartre, Foucault, Lacan, Deleuze, Derrida, Lyotand, etc. This course is designed for majors in Modern Languages and Philosophy as well as for those who are interested in "continental thinking". English is the language of instruction.
Prerequisite: French 304 or consent of professor
Credit: 3 hours

Philosophy 450. Advanced Seminar
Critical study of selected issues or major figures in philosophy, with intensive research and writing components. May be repeated once with professor's consent.
Prerequisite: Prior completion of nine hours in philosophy.
Credit: 3 hours

Philosophy 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

PHYSICAL EDUCATION (PE)

Physical Education 101. Personal Fitness and Wellness
Special emphasis will be placed on cardiovascular fitness, muscular strength/endurance, flexibility, body composition, nutrition, and drug use and abuse. The format of the course will be lecture, demonstration and practical application of the areas discussed in class. Examinations will be given as needed and scheduled at the discretion of the instructor.
Credit: 2 hours

Physical Education 105. Archery Skills
This course provides the opportunity to learn the activity of archery for lifetime enjoyment. Emphasis will focus on the type of equipment used, basic shooting skills, terminology, and safety.
Credit: 1 hour

Physical Education 106. Badminton Skills
Fundamentals of badminton. History of the game, rules, and scoring for men, women, and doubles. Emphasis on grip, strokes, and strategy. Exploration of the lifetime benefits of the basic fitness concept for the university student.
Credit: 1 hour

Physical Education 107. Basketball Skills
Fundamentals of basketball along with rules and regulations; includes basic individual instruction in dribbling, shooting, rebounding and passing.
Credit: 1 hour

Physical Education 108. Beginner Swimming Skills
This course acquaints the student with the necessary skills, safety concepts, and knowledge to safely enjoy swimming and related aquatic participation.
Credit: 1 hour

Physical Education 109. Intermediate Swimming Skills
This course provides the student with the appropriate skills, knowledge, and attitudes to more extensively participate in swimming as a safe means to promote personal fitness and other aquatic participation. Students may be placed in Beginner Swimming Skills at the instructor's discretion.
Credit: 1 hour

Physical Education 112. Golf Skills
Fundamentals of golf. Learn the basic swing fundamentals, putting, chipping, golf rules and etiquette, knowledge of equipment and procedures for playing the game. Each student will supply his/her own golf clubs.
Credit: 1 hour

Physical Education 113. Racquetball Skills
Basic skills, strategy and rules of racquetball for singles, cutthroat, and doubles. Each student will supply his own racquet, racquetballs and eye protection goggles with instructor approval.
Credit: 1 hour

Physical Education 114. Softball Skills
Introduction of basic rules and skills necessary to participate in softball. This course is designed to be co-educational. Development of skills includes throwing, catching, fielding ground balls and flyballs, hitting, bunting, base running, communications, offensive and defensive strategies and scorekeeping.
Credit: 1 hour

Physical Education 115. Volleyball Skills
Introduction of rules and basic skills. This course is designed for beginners and is co-educational. Participation in the development of the basic skills, strategies and techniques of serving, setting and volleying.
Credit: 1 hour

Physical Education 116. Tennis Skills
Fundamentals of tennis; development of skills to play tennis. Place an emphasis on grip, strokes, strategy and court etiquette. Students furnish tennis racquet and balls. University tennis courts will be used.
Credit: 1 hour

Physical Education 118. Soccer Skills
Promotes understanding of soccer as a participation and spectator sport. Includes rules, scoring, offensive and defensive strategies of the game.
Credit: 1 hour

Physical Education 119. Beginning Weight Training
Basic techniques and knowledge of universal, Nautilus, and free weight systems. Fitness evaluation and individual workout programs are included. Development of muscular strength and endurance is stressed. Physiological principles of fitness and their relationship to weight training are also emphasized.
Credit: 1 hour

Physical Education 120. Advanced Weight Training
Advanced weight training techniques, basic human anatomy, and physiological principles that apply to weight training.
Credit: 1 hour

Physical Education 121. Aerobic Fitness
Cardiovascular fitness program incorporating physiologically safe aerobic dance techniques and various forms of exercise including muscle conditioning and stretching. Students will learn basic training principles and the different components of an aerobic program.
Credit: 1 hour

Physical Education 122. Backpacking and Hiking
Students will learn the various techniques of backpacking and hiking preparations, field participation, and ecologically safe practices in the outdoors. Students will also become familiar with the various state and federal trail systems in the United States.
Credit: 1 hour

Physical Education 123. Mountain Biking
Basic knowledge and skills of mountain biking. Emphasis will be placed on the safe operation and maintenance of the bike for recreational purposes. Students will learn to be comfortable and confident while riding their mountain bike off-road. Included in this course is an introduction to equipment selection and fit and a primer on roadside repairs that covers basic maintenance repair procedures. Taught at the campus lake.
Credit: 1 hour

Physical Education 124. Skin Diving
Gain a working knowledge of the following topics: diving physics, physiology, medical aspects of diving, diver's first aid procedures, marine environment, and marine life. Additionally, it is hoped that each student will improve his or her level of water skills. Most importantly, each student is expected to gain the skills, knowledge, and maturity to safely participate in the scuba diving course. Note: Students will incur additional fees when taking this course (approximately $115).
Credit: 1 hour

Physical Education 125. SCUBA Diving
Gain a working knowledge of the following topics: diving physics, physiology, emergency ascent procedures, buoyancy control and trim, marine environment, repetitive diving, gas mixes for recreational diving, and dive planning. Additionally, it is hoped that each student will improve his or her level of water skills. Most importantly, each student is expected to gain the skills, knowledge, and maturity to safely participate in open water training. Note: Students will incur additional fees when taking this course (approximately $60).
Prerequisite: Physical Education 124
Credit: 1 hour

Physical Education 126. Yoga
This class will explore the various techniques utilized in yoga. Students will learn basic poses and practices so they might use this activity for lifetime fitness.
Credit: 1 hour

Physical Education 127. Fly-Casting
Course is designed to acquaint students with the sport of fly-casting. Students will learn to select appropriate equipment, use proper technique, and develop a knowledge of aquatic ecosystems as they relate to fly-fishing.
Credit: 1 hour

Physical Education 128. Fencing
Introduction of rules and basic skills. This course is intended as a basic skill class for the sport of fencing.
Credit: 1 hour

Physical Education 145. Sport Safety Training
This course will provide Red Cross certification in basic first aid and CPR.
Credit: 1 hour

Physical Education 201. Foundations of Physical Education
An introductory course for physical education majors. Examines the purposes of physical education, historical background and current issues, scientific sub-disciplines, and appropriate teaching behaviors.
Credit: 3 hours

Physical Education 203. Motor Learning
A course designed to develop a better understanding of the nature of motor skill performance, motor skill learning, and the factors that influence motor skill acquisition. Students gain a knowledge base that facilitates the implementation of practice and instructional strategies used to teach a variety of physical skills to learners with diverse characteristics.
Credit: 3 hours

Physical Education 210-215. Coaching Methods
Methods of coaching relative to interscholastic sports. Methods of conditioning, teaching techniques, team organization, sports strategies, game preparation, public relations, and equipment selection, use and care.
Credit: 2 hours

210. Basketball	211. Baseball	212.: Football
213. Soccer	214.: Softball	215. Volleyball

Physical Education 220. Educational Gymnastics, Dance, and Rhythms
This course will develop skill and an understanding of educational gymnastics and various dance and rhythm activities. It will develop an understanding of activity-specific teaching issues, including safety, task design, and instruction. Only open to P.E. majors or students with departmental permission.
Credit: 2 hours

Physical Education 221. Individual and Dual Sports
This course will develop skill and an understanding of strategy and rules of various individual and dual sports. It will develop an understanding of sport-specific teaching issues, including safety, task design, and instruction. Only open to P.E. majors or students with departmental permission.
Credit: 2 hours

Physical Education 222. Team Sports
This course will develop skill and an understanding of strategy and rules of various team sports. It will develop an understanding of sport-specific teaching issues, including safety, task design, and instructional techniques. Only open to P.E. majors or students with departmental permission.
Credit: 2 hours

Physical Education 246. CPR-PR Instructor
American Red Cross National Standards Completion allows students to stand for CPR/PR certification.
Prerequisites: Physical Education 145, current valid Emergency Response Certificate, Professional Rescue CPR Certificate, consent of instructor.
Credit: 2 hours

Physical Education 310. Exercise Physiology *(Athletic Training 310)*
This course examines the physiological effects of exercise and physical training on the human body. Emphasis will be placed on the study of metabolic, musculoskeletal, cardiovascular and pulmonary systems and how they are influenced/altered by acute and chronic exercise. Instruction will also include designing and implementing exercise and conditioning techniques.
Prerequisite: Athletic Training 312 or Biology 315
Credit: 4 hours

Physical Education 315. Anatomical Kinesiology *(Athletic Training 315)*
Study of the human body; specifically the musculoskeletal system will be studied in great depth. Students will learn the basic principles of the body in motion in terms of muscles and joints and will apply the knowledge gained to improve performance in motor skills.
Prerequisite: Athletic Training 312 or Biology 315
Credit: 3 hours

Physical Education 350. Foundations of Coaching
This course will develop an understanding of fundamental coaching skills/issues, including: coaching philosophies, coaching styles, character development, diverse athletes, communication, motivation, discipline, skill and strategy instruction, training, and management.
Prerequisite: Junior Classification
Credit: 3 hours

Physical Education 380. Elementary Physical Education Methods (K-6)
This course develops the ability to plan, manage, and instruct a physical education program at the elementary school level. Includes 12 hours of field experience.
Prerequisites: Education 301, 303, admission to teacher education program; for PE majors only
Credit: 3 hours

Physical Education 385. Secondary Physical Education Methods *(Education 385)*
This course develops the ability to plan, manage, and instruct a physical education program at the middle and high school levels. Includes 12 hours of field experience.
Prerequisites: Education 301, 303, admission to teacher education program & Physical Education majors only
Credit: 3 hours

Physical Education 402. Organization and Administration of Physical Education and Sport *(Sport Management 402)*
Presents the administrative and organization skills necessary to implement a comprehensive physical education and athletic programs.
Prerequisite: Physical Education 201, Senior standing
Credit: 3 hours

Physical Education 403. Research Methods in Sport Sciences
This course is designed to provide current and/or future health professionals and physical education teachers with basic theoretical and practical knowledge of research techniques and scientific writing, with focus on systematic inquiry, the Scientific Method, hypothesis building, reviewing literature, and designing procedures. The final product of the course will be a complete introduction, review of literature and methods for an empirical research study. We will employ a philosophy of "learning by doing" throughout the course, designed to allow each student to practice the research process.
Prerequisite: Junior standing
Credit: 3 hours

Physical Education 410. Adapted Sport and Physical Education (*Recreation 410, Sport Management 410)*
This course will cover the basic principles of identifying, teaching, programming, and evaluating individuals with disabilities. It is designed to help future teachers and sport leaders understand the concept of exceptionality and effectively design special services and activities for diverse populations. Includes 10 hours of field experience.
Credit: 3 hours

Physical Education 420. Coaching Internship
Internship in an area school for a minimum of ten weeks under supervision of a professor.
Credit: 3 hours

Physical Education 490. Special Topics *(Recreation 490, Sport Management 490)*
This course will examine current topics of interest in the field of Sport Sciences, and students will be expected to conduct a scholarly research project on the subject. The course will serve as an advanced elective for student majors in the Sport Sciences Department.
Credit: 3 hours

Physical Education 490a Student Teaching: Instructional Preparation
490b Student Teaching: Instructional Presentation
490c Student Teaching: Classroom Organization and Management
Supervised internship in teaching physical education. Involves observation, participation, and structuring an educational environment for physical education. Student teaching fee assessed.
Prerequisites: Education 301, 303/permission of the Dean of the School of Education with approval from the Teacher Education faculty.
Credit: 12 hours

Physical Education 497. Exit Examination
Required for graduation. To be taken the semester of graduation. Graded Pass/Fail.
Credit: 0 hours

PHYSICS (PHYS)

Physics 101. General Physics I
The first semester of a two-semester introductory course in college physics. The topics in this algebra-based course include linear motion, forces, energy, angular motion, mechanical properties, and sound. Three hours lecture, three hours of laboratory and problem drill.
Prerequisite: Math 112, 113 or equivalent
Credit: 4 hours (offered as needed)

Physics 102. General Physics II
The second semester of a two-semester introductory course in college physics. The topics in this algebra-based course include thermodynamics, electricity, magnetism, optics, atomic physics, and nuclear physics. Three hours lecture, three hours of laboratory and problem drill.
Prerequisite: Physics 101
Credit: 4 hours (offered as needed)

Physics 201. Principles of Physics I
The first semester of a two-semester course in the fundamentals of physics. The topics in this calculus-based course include linear motion, forces, energy, angular motion, and mechanical properties. Three hours lecture, three hours of laboratory and problem drill.
Co-requisite: Math 120
Credit: 4 hours (Fall)

Physics 202. Principles of Physics II
The second semester of a two-semester course in the fundamentals of physics. The topics in this calculus-based course include sound, thermodynamics, electricity, magnetism, and optics. Three hours lecture and three hours of laboratory and problem drill.
Prerequisite: Physics 201
Credit: 4 hours (Spring)

POLITICAL SCIENCE (PSCI)

Political Science 201. American Government
Essentials of American government, with attention to nature and origin of national government.
Credit: 3 hours

Political Science 305. Current International Issues
Seminar with lectures, readings, and discussions based on current international issues.
Credit: 1 hour (Spring)

Political Science 308. Contemporary International Issues *(History 308)*
Readings, lectures, and discussions of international issues; East-West tensions, China after normalization, the post-colonial world and North-South dialogues, and Europe in a non-European world. Seminar approach.
Credit: 3 hours (Spring)

PSYCHOLOGY (PSYC)

Psychology 101. General Psychology
Psychology is defined as the science of behavior and mental processes. This course is designed to introduce students to the types of behavior and mental processes that psychologists deal with. Students will be introduced to both clinical and nonclinical topics.
Credit: 3 hours

Psychology 202. Psychology of Adjustment
A psychology course emphasizing adjusting to modern life, theories of personality, stress, self-concept, inter-personal relations, coping methods, psychological disorders, psychotherapies, and applications to modern life.
Credit: 3 hours

Psychology 206. Introduction to Critical Thinking and Research Design *(SOC 206)*
The design and implementation of quality psychological research is based on core scientific thinking. The student in this course will be instructed on how to read, write and think like a psychological scientist. The student will further be introduced to basic concepts of experimental and correlational design in psychological science. Emphasis on reading and analyzing essays on psychological concepts as well as original, peer-reviewed journal articles. The course will culminate with the completion of an APA-style research proposal as a term-project.
Prerequisite: Psychology 101/Sociology 101; Math 209
Credit: 3 hours

Psychology 208. Child Psychology
Provides an overview of the major theories and concepts of child development and psychology. Developmental models and contemporary research are presented addressing the physical, cognitive, emotional, and social changes that occur from pre-natal development to late childhood. Emphasis is placed on issues influencing children such as culture, gender, parents, peers, and education.
Prerequisite: Psychology 101/Junior standing
Credit: 3 hours (Fall)

Psychology 209. Adolescent Psychology
Involves the theoretical and empirical study of adolescence. The development of youth from pre-adolescence to late adolescence and emerging adulthood is examined. Attention is given to the developmental tasks of adolescence including puberty, cognitive maturity, identity formation, and relationships with parents, peers, and teachers.
Prerequisite: Psychology 101/Education 205/Junior standing
Credit: 3 hours (Spring)

Psychology 250. Developmental Psychology
Principles of growth and development, prenatal development, birth process, infancy through aging process. Emphasis on intellectual, physical, social and religious dimensions; transitional life tasks and faulty biologic, psychologic and sociologic development.
Prerequisite: Psychology 101
Credit: 3 hours

Psychology 311. Adulthood and Aging
Explores theory and research on physical, cognitive, social, and personal development from early through late adulthood. Topics addressed include issues related to work, family, friendships, grief, and death. Models of successful aging will be highlighted.
Prerequisite: Psychology 101/Junior standing
Credit: 3 hours (Fall)

Psychology 315. Psychopathologies
Dynamics of abnormal behavior with an emphasis on the social/environmental etiology. Issues involved in the definition, classification, treatment and prevention of disturbed patterns of behavior.
Prerequisite: Psychology 101, Junior standing
Credit: 3 hours (Fall)

Psychology 319. Death
Meaning and significance of death explored from the phenomenological, social, developmental, and theological dimensions. Related issues including euthanasia, self-destructive behavior and the care of the dying person.
Prerequisite: Psychology 101
Credit: 3 hours

Psychology 321. Social Psychology
Scientific study of the power of the situation in understanding and predicting human behavior. Many times we fail to realize how strongly the social setting, including the established societal norms and the behavior of others, affects our own individual thoughts and behaviors. In this course the student will be introduced to the psychological theory and research informing the scientific community of this ubiquitous effect. Emphasis on critical thinking, reading original journal articles, and understanding the scientific research in the context of ones own, personal interactions.
Prerequisite: Psychology 101
Credit: 3 hours (Spring)

Psychology 322. Introduction to Counseling
Examination of principles and techniques of counseling emphasizing the development of skills in verbal and non-verbal communication.
Prerequisite: Psychology 101, Junior standing
Credit: 3 hours (Spring)

Psychology 332. Personality
Examines individual differences in thought, emotion and behavior. Topics covered include basic theoretical perspectives, assessment techniques, research methodologies, and current topics in personality research.
Prerequisite: Psychology 101, Junior standing
Credit: 3 hours (Fall)

Psychology 335. Health Psychology
A biopsychosocial approach to understanding human health and well-being. The student will gain a scientific understanding of psychological theory and research regarding promotion and maintenance of health as well as prevention and treatment of illness. Emphasis on critical thinking, reading original journal articles, and understanding the scientific research in the context of ones own, personal lifestyle and choices.
Prerequisite: Psychology 101
Credit: 3 hours (Spring, odd years)

Psychology 340. Psychology of Women *(Women's Studies 340)*
Explores the experience of being a woman from the psychological perspective. Effects of physical and mental health, family and work, religion and spirituality, rape and domestic violence, sexuality, culture, and media depictions of the lives of women will be examined as will the historical and theoretical perspectives in psychology of women.
Prerequisite: Psychology 101
Credit: 3 hours

Psychology 405. Psychology of Religion
Religious experience from a psychological perspective. Origin and functions of religion. Religious phenomena including conversion, prayer, mysticism, and worship. Psychological variables such as belief, guilt, hope, and love in religious perspective. Dimensions and critiques of "religiousness."
Prerequisite: Psychology 101
Credit: 3 hours

Psychology 406. Advanced Research Design and Methodology
Direct instruction on how to use the set of tools most coveted by psychological scientists. Advanced topics in research design and methodology will be covered. Students will learn when and how to use the proper statistical analyses to approach data collected in psychological inquiry. Students will learn to use the computer data analysis package SPSS. Emphasis on completing an independent research project and writing the results in a full, APA-style term paper.
Prerequisite: Psychology 101, 206
Credit: 3 hours (Fall)

Psychology 407. Psychotherapy: Theory and Method
Introduction to selected therapies widely used in the treatment of individuals and the enhancement of personal well-being.
Prerequisite: Psychology 101
Credit: 3 hours (Fall)

Psychology 408. Psychological Testing
Theories and principles of measurement and psychological testing. Assessment of intelligence, personality, abilities, and attitudes.
Prerequisite: Psychology 101, 206, Math 209
Credit: 3 hours (Spring, even years)

Psychology 435. Cognitive Psychology
The psychology of thinking. Emphasis on scientific theory and research regarding mental processes including memory, language, problem-solving, creativity, and Artificial Intelligence. Cognitive psychology is part of a broader, interdisciplinary field of cognitive science and this interdisciplinary theme runs throughout the course. Students will gain an understanding of how cognitive psychologists attempt to understand and predict human thought and its consequences. Emphasis on critical thinking, reading original journal articles, and understanding the scientific research in the context of ones own, personal cognitions.
Prerequisite: Psychology 101/Junior standing
Credit: 3 hours (Spring, even years)

Psychology 420. Industrial and Organizational Psychology
A scientific approach to understanding human behavior in large and small organizations. Investigation of the psychological theory and research used to understand and predict behavior of task-oriented groups and individuals in organized settings such as the workplace. Emphasis on critical thinking, reading original journal articles, and understanding the scientific research in the context of application to relevant settings.
Prerequisite: Psychology 101
Credit: 3 hours (Spring, even years in rotation with Health Psychology)

Psychology 425. Gender Identity Development
This course explores psychological research and theory related to gender identity development, with particular focus on the ways in which gender impacts men's and women's daily lives. Attention is given to the biological, environmental, cognitive, and psychosocial changes in sex and gender across the life-span. Topics include the effects of parents, peers, school, work, and the media as they shape gender identity. Throughout the course, we will examine how gender can be studied using empirical research methods and emphasize the importance of race, culture, and social class in understanding gender.
Prerequisite: Psychology 101
Credits: 3 hours (Fall semester of even years)

Psychology 475. Selected Topics in Psychology
Explores topics in psychology that are not covered in the psychology core. Courses are offered whenever sufficient numbers of students request study in a particular content area, or about a subject "in the news." May be taken more than once as content varies.
Prerequisite: Psychology 101,206/permission of the professor; junior class standing
Credit: 3 hours

Psychology 490. Research Experience
Completion of an empirical research study under faculty supervision. May be repeated for a total of three credit hours.
Prerequisite: Psychology 206
Credit: 1 hour

Psychology 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

RECREATION (REC)

Recreation 111. Introduction to Recreation Services
Nature, scope and significance of organized recreation services; includes operation of basic recreation units, major program areas, and organizational patterns which serve the recreation needs of society.
Credit: 3 hours

Recreation 220. Historical Foundations of Recreation and Sport *(Sport Management 200)*
A study of the historical foundations of recreation, sport, and outdoor education from earliest times to the present.
Prerequisite: Sophomore standing
Credit: 3 hours

Recreation 221. Leadership in Sport and Recreation *(Sport Management 242)*
This course will examine the role and responsibility of leadership in sport and recreation. An emphasis will be placed on leadership styles, techniques, issues, and problems in leading people.
Prerequisite: Sophomore standing
Credit: 3 hours

Recreation 212. Program Planning and Organization
Essential elements and basic principles involved in organization, supervision, promotion, and evaluation of various types of recreation programs.
Credit: 3 hours

Recreation 301. Instructor Candidate Training
Required certification course for all Red Cross instructors. Understanding students and the learning process, being an effective instructor, how to conduct a course, completing evaluations, records and reports.
Credit: 1 hour

Recreation 330. Leisure/Sport Facility Design and Management *(Sport Management 330)*
Identification and investigation of design characteristics and management techniques for facilities used in recreational and athletic settings. Field trips required.
Prerequisite: Junior standing
Credit: 3 hours

Recreation 314. Outdoor Recreation
History, development, and trends of outdoor recreation, conservation, and organized camping. Overnight camping trip required.
Credit: 3 hours (Spring)

Recreation 320. Aquatics Facilities Management
Swimming pool maintenance procedures, including: water circulation, disinfection, filtration, water testing, chemical safety, and electrical safety.
Credit: 1 hour (Fall)

Recreation 340. Water Safety/Lifeguard Training Instructor
Authorized Red Cross course for certification as a Water Safety Instructor, Lifeguard Training Instructor, Professional Rescuer CPR Instructor, Head Lifeguard Instructor, and Waterfront Lifeguard Instructor.
Prerequisite: Junior standing
Credit: 3 hours, including lab (Spring)

Recreation 404. Legal Aspects of Sport and Recreation *(Sport Management 404)*
Concentration on legal issues related to amateur sport and recreation.
Prerequisite: Senior standing, Recreation 478
Credit: 3 hours

Recreation 410. Adapted Sport ***(Physical Education 410, Sport Management 410)***
This course will cover the basic principles of identifying, teaching, programming, and evaluating individuals with disabilities. It is designed to help future teachers and sport leaders understand the concept of exceptionality and effectively design special services and activities for a diverse population. Requires 10 hours of field experience.
Credit: 3 hours (Fall)

Recreation 430. Philosophical Foundations of Sport and Recreation /*(Sport Management 430)*
Culminating experience for students majoring in Sport Management or Parks and Recreation Administration. This is a writing intensive course and includes an in-depth study into the philosophical approaches to sport and recreation in the 21st century. Examination of the purpose and role of sport and recreation in American society.
Prerequisite: Senior standing, Recreation 478
Credit: 3 hours

Recreation 460. Practicum in Community Youth Development
Students will complete a practicum working with youth in a recreation and/or sport setting. Specifically, this will involve completing a service-learning project with the student actively engaged in a community youth development program. This student will be required to commit 85 hours working at the experience site. The course will also include a one-hour bi-weekly seminar with the supervising professor.
Credit: 3 hours

Recreation 466. Water Fitness Instructor
National certification through United States Water Fitness Association, Inc.
Credit: 1 hour

Recreation 478. Internship Experience I
This course combines field experience with a career counseling seminar. The field experience provides actual hands-on skills and the beginnings of a professional network. The course is designed to allow students to enter the work force before graduation. This is the first part of a two part course and is taken during the spring semester of the student's junior year, and the second part during the fall semester of the student's senior year.
Credit: 3 hours

Recreation 479. Internship Experience II
This course combines field experience with a career counseling seminar. The field experience provides actual hands-on skills and the beginnings of a professional network. The course is designed to allow students to enter the work force before graduation. This is the second part of a two part course and is taken during the fall semester of the student's senior year.
Credit: 3 hours

Recreation 490. Special Topics ***(Physical Education 490, Sport Management 490)***
This course will examine current topics of interest in the field of Sport Sciences, and students will be expected to conduct a scholarly research project on the subject. The course will serve as an advanced elective for student majors in the Sport Sciences Department.
Credit: 3 hours

Recreation 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Recreation 499. Independent Study
Pursuit of a particular project in recreation. Supervision and guidance by a University faculty member.
Credit: 3 hours

RELIGION (REL)

Religion 110. Introduction to the Bible
Origin and development of Biblical writings, tracing major themes, and relating Judeo-Christian culture to life in the modern world.
Credit: 3 hours

Religion 120. Old Testament Narratives of Faith
Introduction to the historical narratives of the Old Testament, with special focus on major figures and events *(example: Moses and the Exodus).*
Credit: 3 hours

Religion 130. Jesus and the Gospels
Environment, personality, work, and teachings of the historical Jesus.
Credit: 3 hours

Religion 202. Hebrew Prophets
Historical background, function, message, contribution, present significance of the Hebrew prophets.
Credit: 3 hours

Religion 206. Acts and Paul
Book of Acts with special emphasis on the role of the Apostle Paul in developing the church. Background and problems of Paul's letters and their place within the framework of the Acts are investigated.
Credit: 3 hours

Religion 208. Christian Ethics
Biblical Background and theological development of Judeo-Christian ethical theories and their relevance to contemporary moral problems.
Credit: 3 hours

Religion 211. Christianity and the State
The relationship of the Christian church to civil governing structures from an historical theological perspective and the role of Christian theology in American civil religion.
Credit: 3 hours

Religion 215. Religion and Film
Recent American films are an excellent avenue to consider a variety of religious and philosophical issues, such as the problem of evil, the relationship between science and religion, and the nature of reality. Students will learn to view films critically, place the film in conversation with religious texts and ideas, and develop their own perspectives on a variety of topics.
Credit: 3 hours

Religion 301. Religious Thought in Literature *(English 301)*
Religious and Philosophical ideas as reflected in American writers from the Puritan through the Contemporary Period.
Credit: 3 hours

Religion 305. Wisdom and Poetic Literature of Old Testament
The nature of evil and suffering, how to be healthy, wealthy, and wise, the seeming absurdity of human existence, and the roles that grief and sex play in religious experience are some of the issues raised by these Old Testament books. A variety of items from contemporary popular culture will enhance discussions.
Credit: 3 hours

Religion 306. Faith of Paul
Theological and ethical teachings in letters of Paul.
Credit: 3 hours

Religion 307. General Letters
Authorship, background, and content of the New Testament books of Hebrews, James 1 and 2, Peter, Jude, and the Johannine epistles.
Credit: 3 hours

Religion 310. American Religious History ***(History 310)***
Examination of diverse religious development in America emphasizing character and contribution of different groups to American religious pluralism.
Credit: 3 hours

Religion 316. Women and the Bible ***(Women's Studies 316)***
Wives, prostitutes, tricksters, and queens are just a few of the roles that women play in the biblical literature. The lives of ancient women, both as depicted in the text and in the "real" world of antiquity, connect to contemporary women's issues in a number of important ways. The recent contributions of female scholars will receive special attention.
Credit: 3 hours

Religion 326. World Religions
Historical development of traditions, practices and morality within major religions of the world, including Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism, and Confucianism.
Credit: 3 hours

Religion 330. Systematic Theology I
A systematic study of methodology and the doctrine of God in the classic Christian tradition.
Credit: 3 hours

Religion 331. Systematic Theology II
A systematic study of the person and work of Christ in the classic Christian tradition.
Credit: 3 hours

Religion 341. History of the Early Church ***(History 341)***
Christian movement and thought from the beginnings recorded in the Acts of the Apostles through the church's permeation of Western society in the Middle Ages.
Credit: 3 hours

Religion 342. History of the Modern Church ***(History 342)***
Christian movement and thought from the Reformation to present with emphasis on Protestant heritage and particular contributions of the free church tradition.
Credit: 3 hours

Religion 360. Theological Classics
Occasion, content, and import of a number of the most influential theological essays of the Christian tradition.
Credit: 3 hours

Religion 390. Special Topics
Credit: 1-9 hours

Religion 399. Christian Ministry Internship
Ministry training in an approved ministry setting (local congregation, mission assignment or other contexts as warranted.) Interns work under the supervision of both a faculty advisor and a field supervisor. Proposals for internships must be submitted for prior approval of department. See departmental secretary for guidelines.
Credit: 3 hours

Religion 415. Biblical Interpretation
The Bible has been used both to defend and denounce slavery, homosexuality, and a host of other social and theological issues. From the Bible's interpretation of itself to contemporary feminist and deconstructionist readings, the history of interpretation demonstrates that interpretation says more about the interpreter than it does about the text. Or does it?
Prerequisite: 6 hours of Biblical studies.
Credit: 3 hours

Religion 416. Luke and Acts
An intensive literary-critical and socio-historical study of the related narratives of Luke and Acts concerning the respective missions of Jesus and the early church.
Credit: 3 hours

Religion 420. Advanced Old Testament Studies
This course explores a book, theme, or topic related to the Old Testament. Recent courses have included a study of Judges, with a special focus on its violence and sexuality, and a course on the Major Prophets, with careful attention to its theological complexities. Given the relatively small number of religious studies majors, the course content can be determined in consultation with students.
Credit: 3 hours

Religion 430. Advanced New Testament Studies
Interpretative study in leading motifs in the New Testament including parables, miracles, Sermon on the Mount, eschatology, the early church, kingdom of God, justification by faith.
Credit: 3 hours

Religion 449. Independent Study
Selected topic under faculty supervision. Topics focus explicitly and in depth on methods of biblical study and pastoral concerns. By permission only.
Credit: 3 hours

Religion 450. Advanced Theological Studies
Thorough analysis of one theme such as hermeneutics, revelation, or soteriology, to be announced as the seminar is offered.
Credit: 3 hours

Religion 481. Religion, Ethics and Technology in Medical Care
The interplay of religion, ethics and technology, particularly as manifested in the moral choices of patients, professionals, and citizens in modern medical care.
Prerequisite: Senior standing/consent of professor.
Credit: 3 hours

Religion 482. Religion, Ethics and Technology in Economic Life
The interplay of religion, ethics and technology, particularly as manifested in the personal, professional, and corporate choices of life.
Prerequisite: Senior standing/consent of professor.
Credit: 3 hours

Religion 483. Religion, Ethics, and Technology in Environmental Concerns
The interplay of religion, ethics and technology, particularly as manifested in the moral issues of living responsibly in the biosphere and coping conscientiously with environmental crises.
Prerequisite: Senior standing/consent of professor.
Credit: 3 hours

Religion 490. Senior Seminar
Critical study of selected issues or major figures in religion, with intensive research and writing components. May be repeated once with professor's consent. Will focus on a major research piece on an approved topic. The final paper will be read by each member of the Department and a selected outside reader.
Prerequisite: Prior completion of 21 hours toward the Religious Studies major.
Credit: 3 hours

Religion 497. Exit Examination
The Exit Exam requirement will be met by successful completion of Religion 490 or some other writing intensive course approved by the Department.
Credit: 0 hours

SCIENCE (SCI)

Science 101. Earth Science
Surface configurations and internal structure of the earth and processes modifying its form. Consideration of time, universe, and space probing as they relate to planet Earth. Three hours lecture, three hours lab. Intended primarily for education majors.
Credit: 3-4 hours

Science 201. General Science I
Basic concepts of chemistry and physics, with applications. Required of all teacher education students except those specializing in secondary science. Enrollment priority is given to education majors. Three hours lecture, three hours laboratory.
Credit: 4 hours (Fall)

Science 202. General Science II
Basic concepts of biology, ecology, and earth science, with applications. Required of all teacher education students except those specializing in secondary science and Middle Grade science. Enrollment priority is given to education majors. Three hours lecture, three hours laboratory.
Credit: 4 hours (Spring)

SOCIOLOGY (SOC)

Sociology 101. Introduction to Sociology
This course is designed to familiarize students with basic sociological concepts, issues, and methods of analysis. The course will explore ways in which society and social institutions constrain and structure human actions, and conversely how humans shape society.
Credit: 3 hours

Sociology 102. Social Problems
Analysis of major social problems in contemporary society. Includes examination of multiple points of view about possible causes, and the use of empirical social scientific research to evaluate causes and consider solutions to address such problems. .
Credit: 3 hours (Spring, alternate years)

Sociology 204. Marriage and the Family *(Women's Studies 204)*
This course applies the sociological imagination to the study of marriage and family in a social and historical context, encouraging the student to see the connection between families and social change in the larger society.
Credit: 3 hours

Sociology 205. Gender Roles in Society *(Women's Studies 205)*
This course examines the present roles and images of American women and men and the sociohistorical foundation of these roles and images. Students will also gain a broad understanding of gender roles cross-culturally. The course integrates theory and research on gender and how gender intersects with other social categories such as race, social class, ethnicity, religion, age, and sexuality.
Credit: 3 hours (Spring)

Sociology 206. Behavioral Science Methodology *(Psychology 206)*
The design and implementation of quality psychological research is based on core scientific thinking. The student in this course will be instructed on how to read, write and think like a psychological scientist. The student will further be introduced to basic concepts of experimental and correlational design in psychological science. Emphasis on reading and analyzing essays on psychological concepts as well as original, peer-reviewed journal articles. The course will culminate with the completion of an APA-style research proposal as a term-project..
Prerequisite: Psychology 101/Sociology 101; Math 209
Credit: 3 hours

Sociology 301. Deviant Behavior
Examination of major sociological theories of the cause and consequences of deviant behavior. Includes consideration of norms and deviation from such norms in various societies. The course focuses specifically on: non-conformity (i.e. non-criminal deviations from social norms), the consequences and possible benefits of such deviations; crime, including theories and research on its causes, possible forms of prevention and society's response to crime; mental illness, including comparison of psychological and sociological perspectives to explain and respond to mental illness.
Prerequisite: Sociology 101/102
Credit: 3 hours (Fall)

Sociology 304. Family Relations
This course focuses on explanations and understanding of micro-level processes and dynamics in contemporary American families, with emphasis on Family Systems Theory.
This will involve exploring ways to define family, explaining various models of family functioning, describing family developmental stages, and providing guidance through alternative family pathways.
Prerequisite: Sociology 204
Credit: 3 hours (Fall)

Sociology 305. Urban Sociology
This course focuses on the effects of globalization on cities and the role of cities in the global economy, patterns of urban development in the less-developed and more-developed regions of the world, social psychological processes used to decode urban life, theories of urban development, urban diversity, and major urban social problems.
Prerequisite: Sociology 101, junior standing/consent of professor.
Credit: 3 hours

Sociology 307. Criminal Justice Structure and Processes
This course focuses on legal and social definitions of crime, the criminal justice process and system, and the institutional treatment of offenders.
Prerequisite: Sociology 101/102
Credit: 3 hours (Spring)

Sociology 316. Globalization and Social Change
Utilizing a seminar format with numerous oral presentations required of students, this course examines globalization both macro-sociologically and micro-sociologically. Students will study social change using ethnographic research and will evaluate theories of social movement growth and development. The course also includes examination of contemporary theories of social change, modernization, globalization, and hyperconsumption.
Prerequisite: Sociology 101, junior standing/consent of professor.
Credit: 3 hours (Fall)

Sociology 330. Social Stratification
This course focuses upon social stratification and social inequality theoretically, empirically, comparatively, and historically. Dimensions of inequality such as class, status, and power will be examined as causes and consequences of social structure. Specific attention directed to social stratification based on race, class, age, and gender.
Prerequisite: Sociology 101, junior standing/consent of professor.
Credit: 3 hours (Fall)

Sociology 335. Race in Society
This course examines the definition and consequences of race and racism, including racially motivated prejudice and discrimination. Current and historical conditions are examined, and the issue of race in the U.S. and in other nations of the world is discussed. Specific topics include: The social, biological and genetic bases of "race." Race as social fiction: comparing racial stereotypes to scientific reality (e.g. myth that race=species). Cross-cultural comparisons of social definitions/conceptions of race. Examination of multiple social scientific theories of causes and consequences of racial prejudice and discrimination. Empirical research on individual and institutional discrimination; its consequences in education, employment, government/political participation. Empirical research and theoretical perspectives on historical and contemporary immigration; impact of immigration on racial demographics and on changing definition of racial categories.
Credit: 3 hours (Spring)

Sociology 360. Sociology of Religion
Examination of the role of religion in society, utilizing sociological and other social scientific theories and empirical research. Specific topics include: theories of secularization in society or social institutions; comparisons of increasing/decreasing rates of religiosity in different nations; examinations of different orientations of religious faiths, denominations or communities to mainstream society; social and sociological consequences of different theologies; increasing rates of religious diversity in the U.S.; religious syncretism; social psychological research on the formation of religious identities (i.e. religious socialization and religious conversion).
Prerequisite: Sociology 101; junior standing/consent of professor
Credit: 3 hours (Fall, alternate years)

Sociology 375. History of Social Thought
Social theories of Spencer, Comte, Durkheim, Marx, and Weber, and examination of recent developments in sociological theory and practice emerging from their work.
Prerequisite: Sociology 101; junior standing/consent of professor
Credit: 3 hours (Spring)

Sociology 402. Contemporary Family Problems
This course is designed to explore the many ways in which social organizations and institutions impact American families. The course takes a critical perspective on how external structures influence the form and quality of American family life, then explores public policy efforts directed toward the amelioration of these problems.
Prerequisite: Sociology 204
Credit: 3 hours (Spring)

Sociology 423. Assistantship in Sociology
Teaching internship experience.
Prerequisite: Students are to have previously taken the course for which they will be assisting, having earned an A or B; must have overall GPA of 3.0 or higher; and must have the consent of the professor.
Credit: 1-3 hours (Students are allowed to enroll in this course up to three semesters.)

SOC 440: Advanced Research Methods in Sociology
Scientific methodology as it applies in sociological research. Emphasis on reading journal literature and completing a substantive empirical research project. Focus on quantitative and qualitative research design, measurement, and research applications. Capstone course for the major.
Prerequisites: Math 209; Psychology/Sociology 206; Sociology 375
Credit: 3 hours

Sociology 475. Special Topics
This course offers a sociological perspective on subjects or issues beyond the scope of the current curriculum. Since the content varies, the course may be taken two times.
Prerequisites: Sociology 101; junior class standing
Credit: Variable, 1-3 hours

Sociology 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

SPANISH (SPAN)

Spanish 101. Elementary Spanish I
Basic Spanish with emphasis on communication skills. Introduction to aural comprehension, pronunciation, structure of the language, and essential vocabulary for practical structure of the language, and essential vocabulary for practical communication. No previous preparation in Spanish required. Three class hours and one laboratory hour per week.
Credit: 3 hours

Spanish 102. Elementary Spanish II
Basic Spanish with emphasis on communication skills. Aural/reading comprehension. Pronunciation, grammar, and structure. Progressive vocabulary for written and oral communication. Three class hours and one laboratory hour per week.
Prerequisite: Spanish 101
Credit: 3 hours

Spanish 103. Intensive Immersion Spanish I
Combines Spanish 101 and 102 in one semester. Emphasis on communication skills. Introduction to aural comprehension, pronunciation, structure of the language, and essential vocabulary for practical communication. Progressive vocabulary for written and oral communication. No previous preparation in Spanish required. Five class hours weekly on Wingate campus. Two week component of fifty class hours instruction in a Spanish-speaking country to take place in May.
Credit: 6 hours (Spring)

Spanish 107. Individual Student Beginning Language Immersion
Individual immersion study abroad to meet the needs of students at the one-hundred level of study. May include language skills, literature, culture or other educational activities. The course of study would include a regular schedule of courses and other activities in an approved program. It may include home stay to maximize the immersion experience. Credits would be variable on approval by application to the Department of Modern Languages.
Prerequisites: GPA of 2.5 and consent of professor and department
Credit: 1-3 hours

Spanish 150. Spanish House
Spanish House is a living-learning community in the Jefferson at Wingate Apartments. Spanish is the dominant language of the residents, who include both native Spanish and English speakers. Although specific activities are planned and organized by the residents in consultation with the Faculty Liaison, activities also include a service component with the local Hispanic community, cultural outings and events, some of which are open to the general Wingate public (e.g film screenings, meals, dance lessons, etc.). Attendance and participation at these events will be monitored by the Community Assistant (a Spanish House resident in a leadership position) and the Faculty Liaison. Course may be taken three times for a maximum of three credits.
Prerequisite: Successful completion of Spanish 102 or equivalent; GPA of 2.5; residency in Spanish House Fall semester; sophomore status
Corequisite: Residency in Spanish House Spring semester
Credit: 1 hour (Spring)

Spanish 201. Intermediate Spanish I
Reinforcement and expansion of skills developed in elementary courses (Spanish 101-102) using grammar review, composition, conversation, and selected readings. Three class hours and one laboratory hour per week.
Prerequisite: Spanish 102
Credit: 3 hours (Fall)

Spanish 202. Intermediate Spanish II
Progressive practice in oral and written communication with analysis of selected readings. Three class hours and one laboratory hour per week.
Prerequisite: Spanish 201
Credit: 3 hours (Spring)

Spanish 203. Intensive Immersion Spanish II
Combines Spanish 201 and 202 in one semester. Reinforcement and expansion of skills developed in elementary courses (Spanish 101, 102, 103) using grammar review, composition, conversation and selected readings. No previous preparation in Spanish required. Five class hours on Wingate campus. Two week component class in a Spanish speaking country to take place in May.
Credit: 6 hours (Spring)

Spanish 207. Individual Student Intermediate Language Immersion
Individual immersion study abroad to meet the needs of students at the two-hundred level of study. May include language skills, literature, culture or other educational activities. The course of study would include a regular schedule of courses and other activities in an approved program. It may include home stay to maximize the immersion experience. Credits would be variable on approval by application to the Department of Modern Languages.
Prerequisites: GPA of 2.5 and consent of professor and department
Credit: 1-3 hours

Spanish 304. Conversation and Composition
Reinforcement and progressive oral and written practice of Spanish through discussions of contemporary issues pertinent to students' lives. Application of ideas and issues studied through guided and unguided compositions. Students need to pass with a B to minor or major in Spanish.
Prerequisite: Spanish 202/consent of the department.
Credit: 3 hours (Fall)

Spanish 305. Spanish for the Professions
Reinforcement and progressive oral and written practice of Spanish through the use of specialized vocabulary in the contexts of medical, commercial, legal, and social services professions.
Prerequisite: Spanish 202 and sophomore classification or consent of professor and department
Credit: 3 hours (Spring, even years)

Spanish 307. Individual Student Advanced Language Immersion
Individual immersion study abroad to meet the needs of students at the three-hundred and above level of study. May include language skills, literature, culture or other educational activities. The course of study would include a regular schedule of courses and other activities in an approved program. It may include home stay to maximize the immersion experience. Credits would be variable on approval by application to the Department of Modern Languages.
Prerequisites: GPA of 2.5 and consent of professor and department
Credit: 1-3 hours

Spanish 310. Introduction to Literature
Selected readings in 20th century Spanish literature, both Peninsular and Latin American. Includes the study of literary terms and reading strategies for literary analysis. Intensive practice of oral and written Spanish.
Prerequisite: Spanish 304/consent of the department.
Credit: 3 hours (Spring)

Spanish 320. Culture and Civilization of Spain
An overview, through readings and other media, of the culture and people of Spain. Intensive practice of oral and written Spanish.
Prerequisite: Spanish 202
Credit: 3 hours (Fall, even years)

Spanish 330. Culture and Civilization of Latin America
An overview, through readings and other media, of the culture and people of Hispanic America. Intensive practice of oral and written Spanish.
Prerequisite: Spanish 202
Credit: 3 hours (Fall, odd years)

Spanish 340. Studies in Spanish Literature
Study of a specific topic in literature related to the Peninsular or Latin American world. Topic will be announced at the beginning of the preceding semester. May be repeated for credit as the topics vary.
Prerequisite: Spanish 304/consent of the department.
Credit: 3 hours (Spring, even years)

Spanish 350. Spanish Phonetics and Phonology/Conversation
A study of Spanish pronunciation, intonation, oral proficiency, dialectology, and production of sounds. Practice with tapes, individually and in the language laboratory. Application of principles through regular conversation periods.
Prerequisite: Spanish 201/consent of professor and department.
Credit: 3 hours (Spring, odd years)

Spanish 401. Literature of Spain
Selected readings from among the most important works in Peninsular literature. Emphasis is on literary analysis and on the literature as reflection of Spanish history and culture.
Prerequisite: Spanish 310/consent of professor and department.
Credit: 3 hours (Fall, odd years)

Spanish 402. Latin American Literature
Selected readings from among the most important works in Latin American literature from the conquest to the present. Emphasis is on literary analysis and on the literature as reflection of Latin
American history and culture.
Prerequisite: Spanish 310/consent of professor and department.
Credit: 3 hours (Spring, odd years)

Spanish 410. Independent Study/Internship in Spanish
Internship or individual work in a selected area of study. To be arranged with the professor, generally during the preceding semester. May be repeated for a total of 3 hours of credit. By permission only.
Prerequisite: At least (6) hours of Spanish 300 level or above, consent of professor and department.
Credit: 1-3 hours

Spanish 415. Advanced Grammar, Composition, and Linguistics
An intensive study of syntax and semantics. Contrastive linguistic analysis of English and Spanish. History of the Spanish language. Intensive practice in written Spanish.
Prerequisite: At least (6) hours of Spanish 300 level or above, consent of professor and department.
Credit: 3 hours (Fall, even years)

Spanish 430. Senior Seminar/
Introduction to journals and research methods in the areas of Spanish literature and culture. Research for a topic of special interest to the student, culminating in a final written project and an oral defense.
Prerequisite: At least (15) hours of Spanish 300 level or above.
Credit: 3 hours (Spring)

Spanish 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Special Studies

Applied Learning Strategies Seminar (ALSS)
The Applied Learning Strategies Seminar (ALSS), offered through the Academic Resource Center, is designed to help students develop and refine learning strategies. Students will learn about themselves in their roles as learners and how to select and apply learning strategies to meet their individual needs. While ALSS is available to all students, it may be required for students who are on academic probation. Taken on a pass/fail basis
Permission of the instructor or the Director of Student Success
Credit: 1 hour

Leadership Fellows I (LDEV)
Students are selected by application and evaluate themselves, their strengths and weaknesses, their belief system, their own styles of working with and relating to others, and their perception of their leadership styles. Graded on P/F basis.
Prerequisite: Sophomore class standing.
Credit: 1 hour (Fall)

Leadership Fellows II (LDEV)
Students are selected by application and discuss the theoretical approaches to leadership, leadership styles, and techniques of group leadership. Through an awareness of their leadership styles, students will begin to experiment with modifications to their personal leadership practices. Graded on P/F basis.
Prerequisites: Sophomore class standing.
Credit: 0 hours (Spring)

Wingate 101 (WIN)
Orients the student to the academic, social, intellectual, emotional, physical, and spiritual aspects of University life. Required of all entering freshmen. One section of Wingate 101 is designed specifically for transfer students, but is not a requirement for their graduation.
Credit: 1 hour

Wingate 401. The Senior Year Transition (WIN)
Prepares students for transition from college to professional world through both theory-based instruction and practical application.
Prerequisites: Senior standing or permission of instructor. Open to all majors.
Credit: 1 hour

W'International (WNAT)
The program is divided into two parts: seminar and tour. Weekly seminars include a general orientation to international culture and travel; including specific coursework pertaining to the selected destination(s). The seminar culminates in a study-tour opportunity of approximately 10 days. Students must complete the seminar with a "D" or higher to participate in the travel.
Prerequisite: Junior class standing, 2.00 cumulative GPA.
Credit: 2 hours

SPORT MANAGEMENT (SMGT)

Sport Management 111. Introduction to Sport Management
This course is intended for sport management majors at the freshman and sophomore level to acquaint them with career possibilities for Sport Management personnel within various segments of the sports industry.
Credit: 3 hours

Sport Management 200. Historical Foundations of Recreation and Sport *(Recreation 200)*
A study of the historical foundations of recreation, sport, and outdoor education from earliest times to the present.
Prerequisite: Sophomore standing
Credit: 3 hours

Sport Management 242 Leadership in Sport and Recreation *(Recreation 221)*
This course will examine the role and responsibility of leadership in sport and recreation. An emphasis will be placed on leadership styles, techniques, issues, and problems in leading people.
Prerequisite: Sophomore standing
Credit: 3 hours

Sport Management 300. Sport Marketing
This course will examine the discipline of sport marketing in the 21st century. The course is designed to examine the special nature of sport marketing and all the activities designed to meet the needs and wants of sport consumers through the exchange process. The two major thrusts will be the marketing of sport products and services directly to consumers of sport and marketing of other consumer and industrial products or services through the use of sport promotion.
Prerequisite: Junior standing
Credit: 3 hours

Sport Management 301. Sport Finance
Sport Finance is designed to allow the student to understand the fundamentals of finance, budgeting, and accounting in the sport industry. The course will emphasize financial principles, financial markets, as well as growth and development of revenue sources in the 21st century.
Prerequisites: Economics 221, Accounting 253 and Junior standing
Credit: 3 hours

Sport Management 305. Psychology of Sport and Exercise
This course will examine psychological theories and research related to sport and exercise psychology by providing a broad overview of the major topics in the area.
Prerequisite: Junior standing
Credit: 3 hours

Sport Management 330. Leisure/Sport Facility Design and Management *(Recreation 330)*
Identification and investigation of design characteristics and management techniques for facilities used in recreational and athletic settings. Field trips required.
Prerequisite: Junior standing
Credit: 3 hours

Sport Management 402. Organization and Administration of Physical Education and Sport *(Physical Education 402)*
Presents the administrative and organization skills necessary to implement a comprehensive physical education and athletic program.
Prerequisite: Senior standing, Sport Management 478
Credit: 3 hours

Sport Management 404. Legal Aspects of Sport and Recreation *(Recreation 404)*
Concentration on legal issues related to amateur sport and recreation.
Prerequisite: Senior standing, Sport Management 478
Credit: 3 hours

Sport Management 410. Adapted Sport ***(Physical Education 410, Recreation 410)***
This course will cover the basic principles of identifying, teaching, programming, and evaluating individuals with disabilities. It is designed to help future teachers and sport leaders understand the concept of exceptionality and effectively design special services and activities for a diverse population. Requires 10 hours of field experience.
Credit: 3 hours

Sport Management 430. Philosophical Foundations of Sport and Recreation ***(Recreation 430)***
This course is intended to be the culminating experience for students majoring in Sport Management or Parks and Recreation Administration. This is a writing intensive course and includes an in-depth study into the philosophical approaches to sport and recreation in the 21st century. An examination of the purpose and role of sport and recreation in American society.
Prerequisite: Senior standing, Sport Management 478
Credit: 3 hours

Sport Management 478. Internship Experience I
This course is a career counseling seminar for Sport Management majors. It provides student with the skills for preparing a resume, writing cover letters, interviewing techniques, professional networking, and obtaining an internship. Taken in the junior year.
Pre-requisite: Sport Management 111
Credit: 3 hours

Sport Management 479. Internship Experience II
This course combines field experience with a career counseling seminar. The field experience provides actual hands-on skills and the beginnings of a professional network. The course is designed to allow students to enter the work force before graduation. This is the second part of a two part course and is taken during the fall semester of the student's senior year.
Credit: 3 hours

Sport Management 490. Special Topics ***(Physical Education 490, Recreation 490)***
This course will examine current topics of interest in the field of Sport Sciences, and students will be expected to conduct a scholarly research project on the subject. The course will serve as an advanced elective for student majors in the Sport Sciences Department.
Credit: 3 hours

Sport Management 497. Exit Examination
Required of majors in the last semester before graduation. Graded on P/F basis.
Credit: 0 hours

Sport Management 499. Independent Study
Pursuit of a particular project in sport management. Supervision and guidance by a University faculty member.
Credit: 3 hours

Theatre Arts (THAR)

Theatre Arts 104. Theatre Practicum
Open by consent of professor. May be repeated for a total of three hours credit.
Credit: 1 hour

Theatre Arts 201. Introduction to Theatre
Basic understanding of and experience in the art of theatre with emphasis on drama appreciation and production.
Credit: 3 hours (Spring)

WOMEN'S STUDIES (WS)

Women's Studies 201. Issues in Women's Health
Examines related issues from a holistic approach. Topics to be discussed include health consumerism and normal physical, spiritual, and mental health, as well as various deviations.
Prerequisite: Biology 120/consent of professor.
Credit: 3 hours

Women's Studies 204. Marriage and the Family *(Sociology 204)*
Applies the sociological imagination to the study of marriage and family in a social and historical context.
Credit: 3 hours

Women's Studies 205. Gender Roles in Society: An Introduction to Women's Studies *(Sociology 205)*
Interdisciplinary perspectives of gender roles in sociological, social-psychological, anthropological, economic, political and historical contexts.
Credit: 3 hours

Women's Studies 304. Women in the History of Art *(Art 304/Music 304)*
Exploration of contributions made by women in Art and music from antiquity to the 20th century.
Prerequisite: Fine Arts core curriculum credit
Credit: 3 hours

Women's Studies 312. Women in American History *(History 312)*
History of American women from the colonial era to the present. Topics include changes in the household and women's work, the rise of female public activism and feminism, and debates over "ideal" womanhood and female sexuality.
Credit: 3 hours

Women's Studies 315. Women in Literature *(English 315)*
Extensive exploration of such topics as images, roles, and life stages of women in literature. Discussion and application of feminist perspective.
Prerequisite: English 102
Credit: 3 hours

Women's Studies 316. Women and the Bible *(Religion 316)*
An investigation of the roles women play in the biblical world and the contribution of women scholars to biblical interpretation.
Credit: 3 hours

Women's Studies 340. Psychology of Women *(Psychology 340)*
Explores the experience of being a woman from the psychological perspective. Effects of physical and mental health, family and work, religion and spirituality, rape and domestic violence, sexuality, culture, and media depictions of the lives of women will be examined as will the historical and theoretical perspectives in psychology of women.
Prerequisite: Psychology 101
Credit: 3 hours

Women's Studies 402. Special Topics in Women's Studies
Study of a specific topic related to women's studies. May be taken two times for credit as the topics vary.
Credit: 3 hours

Women's Studies 403. Independent Study in Women's Studies
Individual study of a topic of interest to the student.
Credit: 1-3 hours

Chapter 8
PROFESSIONAL AND GRADUATE STUDIES

PHARMACY

Please contact the Wingate University School of Pharmacy for the official School of Pharmacy catalog. Questions related to admissions may be directed to Pharmacy Admissions (704) 233-8331 or via e-mail at Pharmacy@wingate.edu.

Dean: Robert B. Supernaw

This program is administered by:

Wingate University School of Pharmacy
Campus Box 3087
Wingate, NC 28174
Phone: 704-233-8331
Fax: 704-233-8332
Email: Pharmacy@wingate.edu

The Wingate University School of Pharmacy opened its doors to applicants in 2002, with the charter class beginning its program of study in August 2003. The charter class graduated from Wingate University in May 2007 with a Doctor of Pharmacy (PharmD) degree. The class size has been capped at 72 to assure special attention to every student. All Wingate University pharmacy faculty have made a commitment to excellence in the classroom. No courses, discussions, case studies, or laboratories are taught by teaching assistants or graduate students. All full-time faculty possess terminal, doctoral degrees.

The accrediting agency for schools of pharmacy is the Accreditation Council for Pharmacy Education (ACPE). The accreditation process for the School of Pharmacy was initiated in 2002; precandidate status was awarded in 2003, and candidate status was awarded in 2004 and reaffirmed in 2005 and again in 2006. Full accreditation was awarded in June 2007. This sequence is the normal accreditation process and timeline for all schools of pharmacy.

The Wingate University School of Pharmacy is in strict compliance with the accreditation guidelines of the Accreditation Council for Pharmacy Education. Wingate University School of Pharmacy intends to be nationally recognized as a leader in the education of pharmacists. It seeks to reach this goal by providing a state-of-the-art, high-tech learning environment that will facilitate critical thinking and problem-solving skills, scholarly inquiry and service to the institution, the profession and the community.

The five salient qualities and expectations of the Wingate University School of Pharmacy graduate are:

i) outstanding moral character
ii) excellence in interpersonal communication skills
iii) complete competence in pharmaceutical care
iv) strong abilities in problem solving, and
v) the highest professional commitment to the patient, the community, and the employer.

Faculty:

Professors:	Carolyn Ford, Tracy S. Hunter, Samir A. Kouzi, Robert B. Supernaw
Associate Professors:	Gregory L. Alston, Robert W. Barrons, Michael Manolakis, Amie J. Naylor, Jacqueline L. Olin, Angie Veverka
Assistant Professors:,	Joseph C. Blizzard, Alaina M. Borries, Kira R Brice, Christian L. Dolder, Nicholas Ferencz, Joy B. Greene, Delilah J. Jackson, Heather A. Kehr, Bryan Love, R. Andrew Shanely, Lisa T. Meade, Donald S. Nuzum, Angela Pegram, Kurt M. Reinhart, W. Neal Roberts, Lisa S. Smith, Beth P. Spencer, Terri A. Wensel, Shannon H. Williams, J. Andrew Woods, Nicholas D. Wright, Susan K. Ziglar

Mission and Goals:

The Wingate University School of Pharmacy intends to be a nationally recognized leader in the education of students and pharmacists for the practice of pharmacy in all patient care settings for all patients.

Wingate seeks to pursue its mission by providing an individualized, state-of-the-art learning environment that will facilitate the development of its students' critical thinking and problem-solving skills for the pursuit of pharmaceutical care. Subordinate to the primacy of Wingate's teaching mission are scholarly and service pursuits. Wingate will stimulate scholarly inquiry and will facilitate service to patients, to the community, to the health care professions, and to the institution. Consistent with the student-centered focus of the University, limited enrollment will allow for practice experiences during each year of the curriculum and the low student-to-faculty ratio necessary for the fulfillment of the School's stated mission.

The goals of the Wingate University School of Pharmacy are:

(Teaching)

- to provide students with the knowledge, skills, abilities, attitudes, and values necessary to practice pharmaceutical care
- to develop an understanding of and approach to critical inquiry
- to facilitate the transformation of students from dependent to independent learners
- to foster a desire and need for life-long learning
- to provide a model of care that improves health outcomes for patients
- to provide an environment anchored in case analysis
- to provide an environment of progressively more sophisticated practice learning opportunities

(Scholarship)

- to engage in scholarship with a focus on the scholarship of teaching
- to engage in the scholarship of learning documentation and analysis
- to encourage scholarly inquiry into the continuous analysis of pharmaceutical care in improving patient outcomes

(Professional Service and Practice)

- to develop an understanding of the value of pharmaceutical care
- to develop an appreciation of the value of interdisciplinary care
- to involve students in the profession of pharmacy

(Community Service)

- to develop an understanding of the importance and value of volunteerism
- to develop an understanding of health care activism
- to integrate the School into the daily life of the community

GRADUATE EDUCATION

Please contact the Metro Campus Office for a Graduate Catalog.

Dean, School Graduate and Adult Education: Greg Clemmer
Director, Graduate Education Programs: Lloyd G. Wimberley, Jr.

These programs are administered by:

Director, Graduate Education Programs
Wingate University Metro Campus
PO Box 3549
Matthews, NC 28106
Tel: (704) 849-2132 or (704) 321-1470
Fax: (704) 849-2468
Email: lwimberley@wingate.edu

The Wingate University Graduate Program in Elementary Education (MAEd) was established in June 1985. In 1996, the Graduate Program in Education was extended to include a Master of Arts in Teaching Degree (MAT). In 2006, Wingate added an MAEd in Educational Leadership (K-12), an MAEd in Physical Education (K-12), and an MAEd in Sports Administration, all of which have been approved by SACS and the North Carolina Department of Public Instruction. Add-on Licensure programs in School Administration (K-12) and Academically and Intellectually Gifted (K-12) were also added in 2006. Beginning in fall 2008, Wingate University began offering a Doctorate in Education (EdD).

The graduate education programs at Wingate University are guided by the conceptual framework of **The Effective Facilitator of Learning** (see appendix). This conceptual framework is consistent with the mission of Wingate University and with the motto of "Faith, Knowledge, Service." Teacher Education Programs are conceived in the context of a well-rounded liberal arts education and integrated with the principles of a Christian institution.

An **Effective Facilitator of Learning** is one who applies these components to design curriculum and create an effective learning environment guided by research and reflection. The goals of the conceptual framework are to develop:

- a broad knowledge and understanding of the liberal arts, including language, literature, religion, fine arts, history and the social/behavioral sciences, world awareness, mathematics and the natural sciences, and physical fitness
- moral, spiritual and ethical concerns of life and culture in America and internationally and demonstrate the abilities to practice these values and ethics through thoughtful decision-making
- a broad and in-depth knowledge and understanding of the subject area(s) to be taught
- a knowledge and understanding of the historical and philosophical foundations of education, curriculum and instruction, theories of learning and child/adolescent growth and development, characteristics and needs of the special child, effective teacher behaviors, and methods and techniques for instruction and evaluation to address the diverse needs of all children
- and enhance abilities and competencies in effective teaching behaviors and adaptive planning, instruction, and evaluation through supervised field experiences appropriate to subject and level of licensure
- and demonstrate and refine effective teaching behaviors and adaptive planning, instruction, and evaluation through a supervised fifteen-week student teaching experience appropriate to the level of licensure

For prerequisites, admission requirements, and other information for the above programs, please consult the Graduate Education Catalog available through the Metro Campus Office.

ACCOUNTING

Please contact the School of Business for a Graduate Catalog.

Dean, School of Business: Joseph M. Graham

This program is administered by:

School of Business
Wingate University
Wingate, NC 28174
Tel: 704-233-8148
Fax: 704-233-8146
Email: macc@wingate.edu

The Master of Accounting program is designed as a fifth year master's degree which will prepare students for the Certified Public Accountant exam and fulfill the accounting profession's 150 hour requirement to be licensed as a CPA. Qualified Wingate students can enter the program immediately upon completion of their undergraduate degree studies. The program is designed so that students who have an undergraduate degree in a field other than accounting can enter the program upon completion of certain prerequisite courses.

The program consists of 30 credit hours (10 courses) of graduate work, and can be completed in as little as one year, depending upon the amount of prerequisite work necessary. The program is delivered primarily on Wingate's main campus, although two courses will be taken at the University's Matthews campus.

For prerequisites, admission requirements, curriculum, and other information, please contact the School of Business for a Graduate Catalog.

BUSINESS ADMINISTRATION

Please contact the Metro Campus Office for a Graduate Catalog.

Dean, School Graduate and Adult Education: Greg Clemmer
Dean of the Wingate University School of Business: Joseph M. Graham
Director, Master of Business Administration Program: Mark G. Bryant

This program is administered by:

Director, Master of Business Administration
Wingate University Metro Campus
PO Box 3549
Matthews, NC 28106
Tel: (704) 849-2132
Fax: (704) 849-2468
Email: mbryant@wingate.edu

The Wingate Master of Business Administration (MBA) program is designed to meet the needs of business professionals in the dynamic Charlotte area and Southern Piedmont region. The program is structured to blend with professional work experience to help committed professionals achieve their best.

The Wingate MBA program is tailored for working professionals preferably with a minimum of two years of professional work experience. Since all students in the program have had professional experience, the program is able to accentuate business theory and skills with a practical application emphasis.

The Wingate MBA program offers a carefully chosen group of courses to give students a wide exposure to the key areas of business administration. Students may choose from the following five areas of concentration: finance, marketing, corporate innovation, healthcare management, and general management. While the curriculum maintains rigorous academic standards, the teaching and learning occur in an environment of support for professionals who are seeking assistance for problems they face in the everyday work setting. Degree requirements may be obtained from the Metro Campus Office.

For prerequisites, admission requirements, and other information for the Master of Business Administration program, please consult the Graduate Catalog available through the Metro Campus Office.

Physician Assistant Studies

Please contact the Wingate University Department of Physician Assistant Studies for the official Department of Physician Assistant Studies catalog. Questions related to admissions may be directed to the PA Program at www.pa.wingate.edu, by telephone at (704) 233-8051 or via e-mail at pa@wingate.edu.

Director:	**Gary R. Uremovich**
Associate Professors:	Roy C. Blank, David A. Compton
Assistant Professors:	Rosalind V. Becker, Gary R. Uremovich, Michael B. Whitehead

This program is administered by:

Director, Department of Physician Assistant Studies
Wingate University
Wingate, NC 28174
Tel: (704) 233-8051
Fax: (866) 320- 2726
Email: pa@wingate.edu

The Physician Assistant Program at Wingate University received provisional accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) on March 10, 2008. The Southern Association of Colleges and Schools (SACS) granted approval on January 10, 2008, for Wingate University to offer the Master of Physician Assistant Studies degree

The mission of the Wingate University Department of Physician Assistant Studies is to educate physician assistants to become competent, compassionate and comprehensive health care providers.

Graduates will become leaders in the health care community, continuously striving for excellence in their professional endeavors while compassionately providing for the health care needs of those they serve.

The goals of the Department of Physician Assistant Studies are to:

- Identify for admission those individuals with the academic ability, clinical experience, interpersonal skills and maturity necessary to become outstanding physician assistants.
- Provide a coordinated, comprehensive didactic and clinical curriculum that will allow graduates to deliver the highest quality of health care services.
- Promote a didactic and clinical educational environment that embraces the concepts of continuous communication, cooperation and compassion.
- Promote an atmosphere of "learner-centered" education that empowers students to become self-directed learners.
- Instill in students the core values of Wingate University: Faith, Knowledge, Service
- Provide students with the medical knowledge, clinical skills and caring attitude needed to practice as a physician assistant anywhere and within any type of clinical practice.
- Promote continuously a comprehensive approach to health and disease by emphasizing health maintenance, disease prevention and life-long learning.
- Develop in students an appreciation of the dignity of the individual and each individual's right to a quality life.
- Promote continued professional growth through life-long learning.

- Encourage graduates to strive for excellence in clinical practice while employing professional ethics as a member of the health care team focused on service to others.
- The Department of Physician Assistant Studies will prepare individuals to become valued members of the health care team licensed to practice medicine with physician supervision.

Physician Assistants provide services such as:

- taking medical histories and performing physical examinations
- diagnosing and treating common illnesses
- ordering and interpreting laboratory and special tests
- assisting in the operating room
- performing minor surgery and special procedures
- counseling patients in the treatment of disease and health maintenance

Pre-Requisites for Admission

To be considered for admission to the Wingate University Physician Assistant Program, applicants must:

- Earn a bachelors degree from a four-year regionally-accredited college or university.
- Complete and submit an online application through CASPA (Centralized Application Service for Physician Assistants) between April 15, 2009, and January 15, 2010 at https://portal.caspaonline.org
- Complete eight of the following 9 prerequisites before the application deadline:
    1) Human Anatomy and Physiology I and II with Labs (8 semester hours) OR Human Anatomy and Human Physiology (4 semester hours each course)
    2) General Biology with Lab (4 semester hours)
    3) General Chemistry with Lab (4 semester hours)
    4) Organic Chemistry with Lab (4 semester hours)
    5) Microbiology with Lab (4 semester hours)
    6) Biochemistry (3 semester hours)
    7) College Algebra or higher (3 semester hours)
    8) Applied Statistics (3 semester hours)
    9) General Psychology (3 semester hours)
- "Testing out" of a prerequisite is not accepted nor is the grade designation of Pass/Fail.
- Minimum GPA for the 6 science courses of 3.2.
- Minimum GPA for all 9 prerequisite courses of 3.0.
- One of the three required references must be from an MD, a PA, a DO or an NP.
- If applicable, have a minimum TOEFL (Test of English as First Language) score of 570 (paper based) or 230 (computer based) or minimum IELTS (International English Language Testing System) of 6.0.
- Have begun acquiring the minimum 500 hours of direct patient contact.
- Wingate University PA Program does not require the GRE (Graduate Review Examination).

For additional information, please consult the Department of Physician Assistant Studies Catalog available through the Department of Physician Assistant Studies.

Chapter 9
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B.B.A., M.B.A., East Carolina University

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B.M., Salem College; M.M., University of Memphis; Ph.D., University of Miami

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B.A., Wingate College; M.B.A., Wingate University

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B.A., University of North Carolina at Wilmington; M.Div., Southern Baptist Theological Seminary

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FACULTY

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H. Donald Merrill (1980) Professor of Psychology and Human Services and Dean of the Cannon College of Arts and Sciences
A.A., Lake-Sumter Junior College; B.A., M.Ed., University of Central Florida; Ed.D., Auburn University

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B.S., University of Nebraska; B.S., University of Maryland; M.S., Vanderbilt University, Peabody School for Teachers; M.P.A.S., University of Nebraska; D.Min., Trinity College and Theological Seminary

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Amy White (2007) Assistant Professor of Education
B.A., Abilene Christian University; M.Ed., Ph.D., University of North Texas

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J. Andrew Woods (2009) Assistant Professor of Pharmacy
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Librarians

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B.A., Wingate College; M.L.I.S., University of North Carolina at Greensboro; M.A., University of North Carolina at Charlotte

R. Marilyn Brown (1988) Catalog Librarian
A.A., Mitchell College; B.A., University of North Carolina at Charlotte; M.L.S., University of North Carolina at Greensboro.

Debra H. Hargett (2005) Electronic Resources/Special Collections Librarian
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Richard Pipes (1995) Collection Development Librarian
B.A., Wingate College; M.L.I.S., University of North Carolina at Greensboro

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B.A., Taylor University; M.A., Trinity Evangelical Divinity School; M.Div., Louisville Presbyterian Theological; M.S.L.S., University of Kentucky

Greta Wood (2007) Reference/Bibliographic Instruction/Catalog Librarian
B.A., Colby College; M.A., University of North Carolina at Charlotte; M.L.I.S. University of North Carolina at Greensboro

Emeritus Faculty

Dates following names indicate period of service.

Ronald W. Christopher (1961-1993) Associate Professor of Health, Physical Education and Recreation

James Sidney Fletcher (1958-1994) Assistant Professor of Biology

Raymond Carroll Hayes (1965-1993) Assistant Professor of English

James T. Henderson (1977-1995) Professor of Psychology and Human Services

Walter R. Johnson (1956-1989) Assistant Professor of Chemistry

Gladys McCain Kerr (1960-1970, 1971-1999) Associate Professor of Mathematics

Robert A. Shaw (1993-2007) Professor of Education

Doris B. Sparks (1961-1990) Assistant Professor of History

Jerry L. Surratt (1967-2001) - Professor of History

J. Maurice Thomas (1966-2001) - Associate Professor of English

Lawrence E. Veenstra (1977-1998) Associate Professor of Psychology and Human Services

APPENDIX

Thayer School of Education

Title II Institutional Report Card (2007-2008)

Section I. Pass rates

TESTS	INSTITUTION # ATTEMPTING	INSTITUTION # PASSED	INSTITUTION PASS RATE	STATE PASS RATE
PPST/CBT (PRAXIS I)	29	29	100%	100%
SPECIALITY AREA (PRAXIS II)	40	37	93%	90%

Section II. Program information

(A) Number of students in the regular teacher preparation program at your institution:
Please specify the number of students in your teacher preparation program during academic year 2007-2008, including all areas of specialization.

1. Total number of students enrolled during 2007-2008: **194**

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2007-2008? **40**

3. Please provide the numbers of supervising faculty who were:

5 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

4 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2007-2008: **9**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **8.0**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **15**
The total number of hours required is **600** hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes ____ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state?
____ Yes **X** No

Section III. Contextual information

Overview of the Institution

Wingate University is a private coeducational institution affiliated with the North Carolina Baptist State Convention. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to prepare its students to become enlightened, productive citizens by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university has a threefold purpose: to maintain an environment where students broaden their knowledge of the world; to sustain a community where the bases of faith are explored and where there is a common search for truth and meaning; and to promote a heritage of service to humanity and God through involvement and leadership. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923 Wingate expanded its educational vision, offering the first two years of baccalaureate education. Since its founding in 1896, Wingate has played a significant role in preparing individuals for the education profession. In June of 1985, Wingate expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (M.A.Ed.) degree allowed individuals who already held elementary school licensure to pursue advanced studies in their current field. In 1996, responding to the growing demand for teachers and the need for effective alternative licensure programs, Wingate complemented its traditional programs with the addition of the Master of Arts in Teaching (M.A.T.).

The M.A.T. program allowed individuals who held baccalaureate degrees in fields other than education to prepare for a teaching career with elementary school licensure. Both the M.A.Ed. and the M.A.T are practitioner degrees, and the goal of both is to prepare teachers to provide quality instruction in K-6 classrooms. The graduate professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. The M.A. Ed. program consists of 30 semester hours in core and content-related experiences and in assessment and evaluation. Each course includes integral field experiences involving the planning, implementation, and evaluation of instruction. The M.A.T program consists of 39-42 semester hours leading to the Master of Arts in Teaching degree, with licensure in Elementary Education (K-6). Prior to acceptance in the degree program, candidates undergo evaluation of recent experiences and transcript analysis to ensure that the student has met the liberal arts component consistent with Wingate's conceptual framework. Students are notified of prerequisite coursework necessary for formal admission. Progression in the program is limited until prerequisites are met. Requirements for the M.A.T. degree include the same core, content, and evaluation/assessment components as the M.A. Ed., plus 6 additional hours of coursework in content areas, and the completion of a 3-6 hour internship, which is individually designed to match the needs and experience of the candidate. Before licensure can occur, students must meet minimum score requirements on the required PRAXIS tests.

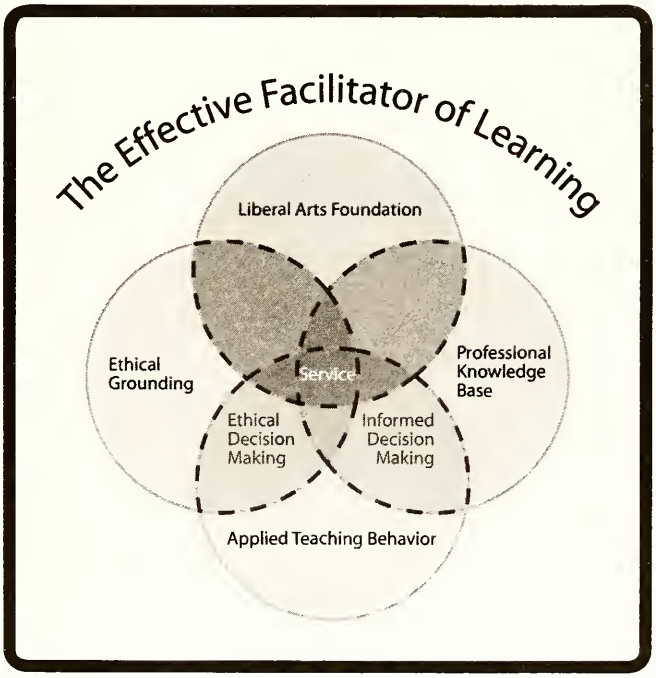
Special Characteristics

Wingate's Thayer School of Education offers ten education majors and eleven licensure areas to traditional and non-traditional undergraduate and graduate students. Undergraduate programs include Elementary Education (K-6), Middle Grade Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), History and Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), and Reading (K-12)/Elementary Education. Wingate's School of Graduate and Adult Education offers the following graduate programs: Master of Arts in Education for individuals who already hold elementary school licensure, and the Master of Arts in Teaching for individuals who hold degrees in areas other than education and seek to prepare for a teaching career. The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on professional ethics throughout the program. Student involvement in a wide range of religious, humanitarian, and charitable organizations and projects reflects Wingate's commitment to service. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education students benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Close ties with our diverse local public schools provide extensive and intensive field experiences, student teaching, and practica. Students who desire more intensive or specialized study in education may receive personal research assistance from education professors through duPont research grants and university honors projects.

Supplemental Description Information to Provide a Richer Picture of the Efforts to Provide High Quality Teacher Education

Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon educational and professional practice; to interacting with individual students and small groups to develop and apply management, instructional, and assessment strategies; and finally to planning, implementing, and evaluating instruction. The student teaching program is structured so that each candidate receives the extensive nurturing, mentoring, and coaching needed to become an effective facilitator of learning. University supervisors are full-time education faculty members who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Students receive support through many avenues including frequent required observations from supervisors and peers, individual and collaborative conferences, and weekly participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve preservice and inservice teacher education programs. Teachers and administrators serve on Wingate's Teacher Education Committee, function as faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and student projects. Wingate faculty serve on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation. Wingate's Master of Arts in Education degree program is designed to meet the needs of practicing educators for continued professional growth and additional preparation to meet new educational challenges. Additionally, Wingate recognizes the current need for quality preparation of teachers in lateral entry and other alternative licensure programs. Wingate's Master of Arts in Teaching degree provides a preparation program comparable in quality to that received by our typical undergraduate, but which meets the unique needs of these non-traditional educators.

Learning Model



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Classroom Buildings
2 Burnside Dalton Building
3 Burris Classroom Building
4 Bridges Hall
5 Smith Science Center
6 School of Pharmacy
7 Batte Fine Arts Center
H Hayes Classroom Building

Student Services
8 Jefferson Clubhouse *(Dickerson Health Center, Grab 'n Go, sand volleyball court & outdoor swimming pool)*
9 W.T. Harris Dining Hall
10 LaVerne Banquet Hall
11 Dickson-Palmer Student Center *(Student Activities, Residence Life, Multicultural Affairs, Greek Life, Campus Recreation, Student Ministries, Volunteer Services, Student Government, student organization offices, bookstore, grill, fitness center, dance and aerobics area, gameroom, student lounge, post office)*
12 Austin Auditorium
13 Ethel K. Smith Library
15 Holbrook Building *(Development, Alumni, Marketing & Communications)*

Athletic Facilities
16 Charles A. Cannon Complex *(Cuddy Arena, pool, racquetball, athletic department offices and classrooms)*
S Softball Field House
F Football Practice Field
17 Sanders-Sikes Physical Education Building
18 Plyler-Griffin Athletic Center
19 Tennis Courts
20 Christopher Baseball Stadium
21 Soccer Field
22 Athletic Practice Field
23 Softball Field
24 Intramural Sports Area
25 Belk Stadium *(Football & lacrosse)*

Residences
26 Cannon Residence Hall
27 Jefferson at Wingate *(Student apartments)*
28 Alumni *(Career Services, Student Success, Counseling & Wellness, Office of International Studies)*
29 Watson Village
30 Campus Apartments *(student housing)*
31 Helms Hall
39 University Place Apartments
W Beam Hall
C Cannon Annex

Points of Interest
32 Main Campus Entrance Gates
33 Young Guest House
34 Efird Archives Building
35 Charles A. Cannon Memorial
36 Campus Lake *(1/4 mile east)*
37 Wingate Baptist Church
38 Goodman Service Center
41 Main Quad
43 Arch

Wingate University
Office of Admissions
Wingate, NC
28174

www.wingate.edu